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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. Evaluations are based on estimates of change in student performance and behavior that could be related to each of the program areas; staff observations by evaluators from George Washington University and the District of Columbia schools; teacher evaluations of changes in student attitudes and performance; and information from questionnaires. A summary and conclusions are also provided. (Computer printouts on pages A59-82 may reproduce poorly.) (Author/JF)

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EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1969-70

Clinton A. Neyman, Jr.

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The George Washington University
Education Division
Social Research Group

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Final Report

Government of the District of Columbia
Contract NS-7089

Clinton A. Neyman, Jr.

November 1970

Education Division
Social Research Group
The George Washington University
Washington, D.C.

EVALUATION OF ESEA TITLE I PROGRAMS FOR THE DISTRICT OF COLUMBIA, 1969-70

Summary of the Report

I. OBJECTIVES

The purpose of this research was to continue the evaluation of the special programs in the District of Columbia schools funded under Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10, as amended.

As in the evaluations during the preceding three years, the primary objective was to obtain estimates of changes in student performance and behavior that could be related to each of the various Title I programs. Answers were sought to the following questions:

... Do students perform better in school because of the expenditure of Title I funds?

... What programs appear to be the most effective in terms of measurable pupil gains?

... What programs and services obtain the most student gain per dollar of Title I funds?

... Do Title I programs fit the needs of the students in the area?

II. DESCRIPTION OF THE TARGET POPULATION

The number of schools in the Title I target area was reduced in 1968-69 from 84 public and 11 private schools to 31 public and 5 private schools. This reduced the number of students from about 70,000 to 21,000. The number of students designated as potential dropouts, and therefore in need of special attention from these programs and services, was also reduced from about 25,000 to just over 10,000. The concentration of effort increased the average per pupil expenditure from approximately $80 in the

1967-68 school year to about $240 in 1968-69. This concentration continued into the 1969-70 school year.

The schools to participate in the program were chosen on the feeder school principle based upon four junior high schools. The elementary schools which fed into these four junior high schools were included in the target area, along with the two high schools which received most of the students from these four junior high schools. The five private schools chosen drew their students primarily from the target area.

III. PROCEDURE

Evaluations were based upon both statistical and non-statistical evidence of change in the performance and attitudes of the students in the various Title I programs. The primary instruments used in the statistical evaluation contained classroom teacher appraisals of student performance and attitudes obtained in May 1969 (used as the pre-test) and again in May 1970 (used as the post-test) for students in the target-area schools. From the responses on these forms, two sets of scores were computed for all students who were in the various Title I programs. The differences between these scores were assumed to be evidence of changes in the students in each program. These changes were compared with each other, and were also compared with similar changes occurring in boys and girls in various grade groups. The average absence rates for students in various programs and groups were also obtained and compared.

Information about the educational problems of students identified as potential dropouts was obtained from the Identified Student Forms filled out by teachers and principals at the beginning of the school year, and from additional items contained in the Student Evaluation Form this year. In addition, the evaluations made by the Pupil Personnel Services Teams concerning the educational problems and treatment of the students in their caseload were also examined.

For Project READ, the Gates-MacGinitie Reading Test was used to measure changes in vocabulary and comprehension. In addition, the students in the 4th, 5th, and 6th grades were given the STEP Reading Test.

Non-statistical information concerning the operation of each program was obtained through interviews with the program administrators, principals, and teachers, and through observations of the programs by the evaluation staff and by the staff of the Assistant Superintendent for Planning, Innovation, and Research of the D.C. Schools.

IV. BASIS FOR EVALUATION

The primary basis for evaluation of the programs was the changes in the students in the programs, as measured by the evaluative information obtained from classroom teachers. Secondary consideration was given to such things as cost per pupil relative to other programs, the level of absences of the students in the programs, the extent to which the objectives of the programs appeared to be accomplished, and how well these accomplishments coincided with the overall objectives of Title I.

V. PRIORITY RATINGS ASSIGNED

Priority ratings were assigned to these programs and are shown in the table on the next page. Priority 1 programs are those which appeared to be the most effective in that they tended to improve the classroom performance and the school adjustment of the students in them. These programs also appeared to reduce absences and to deal with the part of the target-area population most likely to drop out of school. In these programs the cost per pupil compared favorably with other programs. The programs listed as Priority 1-A are considered to be slightly more effective than those in Priority 1-B. Priority 2 programs appeared to have merit but did not fulfill all of the requirements for effective programs. Priority 3 programs usually had undesirable characteristics.

VI. IMPLICATIONS FOR PROGRAM PLANNING

The following observations of continuing problems in the Title I area were derived from the analysis of the data obtained for the present report, and should be seriously considered in future program planning:

... In the 1969-70 school year, 20% of the 1st-grade boys and 15% of the 1st-grade girls were repeating the 1st grade.

... Above the 3rd grade, 36% of the boys and 20% of the girls were two years or more behind normal year-for-year promotion.

... Almost 9% of all Title I students were repeating the same grade for the second time.

... Fifty percent of the boys at the junior and senior high school level were more than two years behind their grade level in reading ability, and 31% of the secondary school girls were more than two years behind their grade level in reading.

PRIORITIES ASSIGNED TO TITLE I PROGRAMS*
FOR SCHOOL YEAR 1969-70

Priority 1-A

Pupil Personnel Services (including Youth Serving Youth)
Speech Correction (Public and Non-Public)
Urban Service Corps (including Widening Horizons)
Classroom Assistance (Elementary)

Priority 1-B

Physical Fitness (Elementary)
Reading Incentive Seminar (Secondary)
Gonzaga Prep Experiment (Secondary)
Experimental Staffing Patterns (Secondary)
Introduction to Data Processing (Secondary)
Urban Journalism (Secondary)
Community School (MSD)
Teacher Aide Program (MSD)
Cardozo Data Processing (MSD)

Priority 2

Audio-Visual Services
Strengthening Instructional Services (Elementary)
Health and Psychological Services (Elementary)
Cultural Enrichment (Elementary)
Cultural Enrichment (Secondary)
Cultural Enrichment (MSD)
English in Every Classroom (MSD)
Cultural Enrichment (Non-public schools)

Priority 3

Project READ (Elementary)
Mathematics Clinic (Secondary)

Projects with Separate Evaluations

Follow-Through Project - Morgan School
- Nichols Avenue School
Elementary and Secondary Staff Development (MSD)

***No significance to the order listed within priorities.**

... Forty-three percent of the junior high school boys and 29% of the junior high school girls were more than one year behind their grade level in arithmetic.

... The teachers in Title I schools tended to see their girl students in a much more favorable light than their boy students.

... Over 2600 students had behavioral problems, the greatest percentage of these being reported in the 7th grade.

... Over 1000 (6%) Title I students have severe physical or health problems.

... Teachers stated that about 8% (1462) of their students had educational problems because of being withdrawn.

... Classroom teachers stated that 37% of their students had speech patterns which interfered with their ability to communicate with adults, and that 15% had speech and language problems which affected their educational development.

... Only 20% of the students had parents who were very supportive of the students' efforts in school.

... Half of the boys in the 10th grade in 1969-70 were absent more than 32 days, and 10% of them were absent more than 95 days. Half of the 10th-grade girls were absent more than 18 days, and 10% were absent more than 79 days.

... In the elementary schools, grades 1 through 6, half of the students were absent more than 9 days, both boys and girls.

... In the junior high schools, half of the boys were absent more than 22 days, and half of the girls were absent more than 16 days.

... In the high schools, half of the boys were absent more than 25 days, and half of the girls were absent more than 19 days.

... Sixty percent of Title I area students were "identified" as potential dropouts by their principal, as compared with 49.6% for the previous year.

... The problems of the students identified as potential dropouts, listed in the order of frequency, are as follows: (1) Crucial economic need, (2) Reading retardation, (3) Emotional/behavioral problems, (4) Arithmetic retardation, (5) Absenteeism, (6) Failure in class subjects, (7) Health problems, (8) Speech/hearing problems, and (9) School transfers.

... The Pupil Personnel Services Teams found that 52% of the students in their caseload had both parents in the home, 39% had only one, and the other 9% lived in an extended, substitute family, or some other type of home.

... The Teams found that 19% of the students in their caseload had no personal books.

... The Teams found that 15% of their caseload had no adequate place to study.

... The Teams found that the families of 22% of their caseload wanted the student to graduate from college, 10% wanted him to get some college education, and 14% wanted the student to get a technical education beyond high school, indicating that 46% of the parents wanted their children to have more than a high school education.

... The Pupil Personnel Teams felt that they had been very effective with 29% of their caseload, fairly effective with 53%, not very effective with 15%, and not effective at all with 3% of them.

... Thirty-eight percent of the elementary school teachers who responded to an anonymous questionnaire said that they had had contact with the parents of less than half of their students.

... Teachers who responded to the anonymous questionnaire said that only 13% of the parents of their students had attended special school events when invited.

... Teachers felt that parent participation in school activities and planning would increase the interest of parents in the education of their children and improve the educational climate, and that an effort should be made to provide educational and social opportunities for the parents at the school, such as adult education courses and workshops.

VII. RECOMMENDATIONS

1. Gathering information on individual students from classroom teachers should be continued on a longitudinal basis in order to determine the effects of Title I programs on the classroom performance and school adjustment as well as on other aspects of the educational problems of students in the Title I area.

2. Greater efforts should be made to assist boys in overcoming their reading and other academic difficulties, particularly in the elementary grades. There are twice as many boys as girls who are retarded in reading in elementary schools.

3. Secondary school programs should make a more concerted effort to assist identified students, particularly those who are two years or more behind their grade level in reading and arithmetic, as well as those who have other educational problems. Most of the present programs, while highly desirable for many Title I students, appear to draw their participants primarily from those above average in classroom performance and school adjustment.

4. Efforts should be made to reduce the number of students who repeat the same grade a second year. In the target-area schools during the 1969-70 school year, almost 20% of the boys and 15% of the girls repeated the 1st grade; also, in the grades above the 3rd, 34% of the boys and 18% of the girls were two years or more behind normal grade level. (In accordance with the policy of the D.C. schools, children normally enter the 1st grade in the calendar year in which they become six years of age.) Most of the research concerning grade retention shows that those students who are kept back do not make up their deficiencies by the extra year but actually drop farther behind, and in addition often develop a habit of failure.*

5. A permanent city-wide identification number should be assigned to all students in the D.C. School System. This is needed to efficiently process Title I information, and would considerably decrease the clerical load of gathering, processing, and evaluating information. At present, the movement of students in and out of the Title I area substantially increases the difficulty in assembling this information, particularly as all Title I elementary students do not go to Title I junior high schools, nor do the Title I high schools restrict their enrollment to students from only Title I junior high schools.

6. In addition to the present system of overall assessment of the effects of Title I programs through the measurement of changes in student classroom performance and school adjustment based upon classroom teacher evaluations, it is recommended that certain of the Title I programs, particularly those where the interaction of the school and community are involved, be evaluated in depth. While the ultimate goal of all Title I programs is to overcome the educational handicaps of Title I students, intermediate goals are necessary to measure progress.

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*Jarvis, O.T., & Wootton, L.R. The Transitional Elementary School and its Curriculum. Dubuque, Iowa: Wm. C. Brown Co., 1966.

Dobbs, V., & Neville, D. "The Effect of Nonpromotion on the Achievement of Groups Matched from Retained First Graders and Promoted Second Graders," J. of Educational Research, Vol. 60, No. 10, July-August 1967.

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Summary of Final Report: "Evaluation of ESEA Title I Programs for the District of Columbia, 1968-69"

Abstract: "Evaluation of ESEA Title I Programs for the District of Columbia, 1967-68"

Abstract: "Evaluation of ESEA Title I Programs for the District of Columbia - Summer 1967"

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This evaluation would not have been possible without the cooperation and active participation of many principals, teachers, teacher aides, and other personnel of the District of Columbia schools. Their efforts are greatly appreciated.

We would like to thank Dr. Mildred P. Cooper, Assistant Superintendent of the Planning, Innovation and Research Division of the D.C. schools, and her staff, for their assistance in this evaluation, and in many respects this is their report also.

The assistance and cooperation of the various Division heads of the D.C. schools and their staff members were of major significance in the evaluation, participarly their coordinators for the administration of Title I programs. The Director of Federal Programs and his staff were very helpful in many phases of the evaluation throughout the year.

The interviewing, observation, and field work, as well as attendance at numerous conferences required for this study, were carried out primarily by Mrs. Ann Riordan and Miss Lilian Jokl, George Washington University staff members. Many of the details of data handling and statistical operations were performed by Mr. Saim Kaptan, and Mrs. Louise Umstott had the responsibility of editing and getting the report out. Mrs. Lana Sokol and Miss Sherone Ivey assisted in many ways throughout the project in such things as typing, keypunching, looking up records, coding, etc. The mimeographing and collating of the report were handled by Mr. Jack Wells and Mr. Brady Jackson, Jr.

Grateful acknowledgment is also given to the contributions of the staffs of both the George Washington University Computer Center and the Department of Automated Information Systems of the D.C. schools, with particular thanks going to the Director of the Department and his able and energetic assistants. The computer programing services of Mr. Robert Hamilton were of great value in carrying out this research.

The Advisory Committee, consisting of Dr. John T. Dailey, Dr. Philip H. DuBois, Dr. Warren G. Findley, Dr. Gordon N. Mackenzie, and Dr. Dean K. Whitla, was for the fourth year of great assistance in the planning and implementation of the technical details of the study.

PURPOSE OF THE RESEARCH

The purpose of the research was to continue the evaluation of special programs in the District of Columbia schools funded under Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10.

The primary objective of the evaluation was to obtain estimates of changes in student performance and behavior that could be related to each of the various programs. Answers were sought to the following questions:

... Do students perform better in school because of the expenditure of Title I funds?

... What programs appear to be the most effective in terms of measurable pupil gains?

... What programs and services obtain the most student gain per dollar of Title I funds?

... Do Title I programs prevent dropout?

Chapter 1

BACKGROUND AND INTRODUCTION

Title I of the Elementary and Secondary Education Act of 1965 is a program "to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families in order to expand and improve their educational programs by various means...which contribute particularly to meeting the special educational needs of educationally deprived children."* These funds make possible many services over and above those the schools normally supply -- services which attempt to develop programs that will rectify the effects of poverty in a special effort to provide compensatory education to inner-city children.

This report is an evaluation of the Title I programs in the schools of the District of Columbia during the regular school year of 1969-70. It continues and builds upon previous evaluative techniques as described in previous reports of this series."** 1969-70 was the fourth year the District of Columbia schools received Title I funds.

It is very difficult to measure the short-term effects of Title I programs by traditional methods of measurement, many of which have been found to be invalid for testing children from disadvantaged cultural backgrounds. Although Title I funding has been used in D.C. schools since 1966, the majority of the programs conducted were of short duration so that no evaluation could be made to cover a sufficient length of time for positive results to have been accomplished. Another complication arises from the fact that inner-city families are usually highly mobile, making it difficult to keep children in one program long enough for change to take place. Turnover rates above 50% are not uncommon. Also, there were many programs being conducted in the D.C. schools in addition to those funded by Title I, making it impossible to account for all the influences affecting any one child or groups of children in the target area.

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*Elementary and Secondary Education Act of 1965 (PL 89-10).

**"Evaluation of ESEA Title I Programs for the District of Columbia, 1966 and 1967" - December 1967

"Evaluation of ESEA Title I Programs for the District of Columbia, Summer 1967" - March 1968

"Evaluation of ESEA Title I Programs for the District of Columbia, 1967-68" - May 1969

"Evaluation of ESEA Title I Programs for the District of Columbia, 1968-69" - December 1969

Because of these considerations, a statistical model was developed whereby the probable performance of a student in any given program can be predicted -- if the student performs better than predicted, then the program is apparently accomplishing favorable results.

The information collected and evaluated for school year 1969-70 shows certain trends which have enabled recommendations to be made with regard to individual programs (particularly when considered in connection with the recommendations of previous reports). These recommendations, considered together with various administrative factors, have been used by the administrative personnel of the D.C. schools in reaching decisions with regard to continuing, strengthening, revising, or discontinuing, individual Title I programs.

The evaluations of 1966-67 and 1967-68 showed that, while certain programs did produce some measurable progress, generally Title I funds did not result in reducing the cultural and educational gap, so it was decided in 1968-69 to concentrate expenditure of these funds on just 24 elementary schools, 4 junior high schools, 2 high schools, and 5 non-public schools. Selection of these schools was made using a feeder-school concept and considering the changes in school boundaries. Enrollment in these schools was approximately 19,800, thus reducing the number of students affected by Title I funds from 70,000 in 1967-68 and 55,400 in 1966-67. During the 1969-70 school year, the same schools continued to receive Title I funds as in 1968-69.

I. DATA BANK

In carrying out the previous evaluations, a substantial amount of information has been accumulated about students in the District of Columbia, particularly those in Title I schools and Title I programs. As described in considerably more detail in previous Title I evaluation reports, information has been gathered using the following instruments and tests:

Student Evaluation Form - May 1966 and Summer 1966
" " " - May 1967 and Summer 1967
" " " - May 1968
" " " - May 1969
Student Evaluation and Identification Form - May 1970
Instrument for Identifying Potential School Dropouts - October 1968
Pupil Personnel Services Evaluation Form - 1965-66
" " " " " - 1966-67
" " " " " - 1967-68
" " " " " - 1968-69
" " " " " - 1969-70
Model School Division Program Participation List - March 1967
Principal's Questionnaire - 1966-67
" " - 1969-70 (about Title I programs)
Teacher Questionnaire - 1966-67

(List continued on next page)

Teacher Aide Questionnaire - 1966-67 and 1969-70:
    for Principals
    for Teachers
    for Teacher Aides
Student Questionnaire - 1966-67
"   "   - 1969-70 (junior high schools only)
Themes - 1966-67
Baseline Testing Information - 1966-67:
    Project Talent Test
    Technical and Scholastic Test
    Language Facility Test
    Metropolitan Achievement Test (MAT)
    Sequential Tests of Educational Progress (STEP)
    Stanford Achievement Test (SAT)
*Sequential Tests of Educational Progress (STEP) - March 1970
*Gates-MacGinitie Reading Test - October 1968
* "   "   "   " - May 1969
* "   "   "   " - May 1970

*These tests were in addition to the citywide testing program and were given specifically for the evaluation of Title I programs.

For the 1969-70 evaluation, the previous Student Evaluation Form and Instrument for Identifying Potential School Dropouts were combined into a form which could be optically scanned, thereby reducing much of the data-processing operatio

A master directory has been developed containing the identification number, name, sex, date of birth, school, grade, and identification status for all students who have been in Title I schools and programs. This directory contains approximately 125,000 records, and will be used in future data processing to ascertain whether or not information for any particular student is in the data bank. This file contains records for some students who are not in Title I schools but who have been in Title I programs; during previous years summer programs sometimes enrolled students from non-Title I schools when space was available, and other non-Title I children have been involved in Title I baseline testing programs. This is a tremendous body of valuable background data that can be used for future research on the growth and development of these children.

In addition to the master directory, there are a series of analysis files containing information for the current year and the preceding year as a pre-test: the 1967-68 file contains 51,758 records; the 1968-69 file contains 20,051 records; and the 1969-70 file contains approximately 18,000 records. Other information is available on the data-gathering instruments or punched on cards for use as needed but has not been put on tape.

II. RESULTS OF PREVIOUS EVALUATIONS

As a result of evaluations conducted in previous years, recommendations were made as to the relative priority of the programs funded wholly or in part by Title I. This was done after considering both the statistical and non-statistical aspects of each program. The principal statistical evidence of the effect of Title I programs was based upon the change in teachers' evaluations of the performance or attitude of the students in their classes who had participated in these programs. Since the teachers who made the evaluations were usually not the ones who conducted the programs, the evaluations should be relatively free from this kind of bias. This method of evaluation has proved to be effective.

Abstracts or summaries of the previous reports in this series are included at the end of this report as attachments.

1966-67 Regular School Year Title I Programs

In general, it was found that the evaluations by teachers showed, overall, the students had changed in a negative direction between May 1966 and May 1967. However, there were a number of Title I programs in which the students had reversed the trend, or changed in the positive direction, according to teacher evaluations. Other programs had reduced the negative effects of the general trend.

The types of programs which appeared to be the most promising from this evaluation were: pre-kindergarten, enriched primary and secondary summer school, Pupil Personnel Services Teams, reading incentive seminars, summer social adjustment, specialized summer camping, and the special high schools - one for pregnant girls and the other for giving dropouts a chance to complete high school after regular school hours.

These results are reported in greater detail in the first report of this series.

Summer 1967 Title I Programs

The programs conducted during the summer of 1967 are described in detail in the report entitled "Evaluation of ESEA Title I Programs for the District of Columbia, Summer 1967." Because of the fact that it was desired to use the teacher evaluations for June 1967 as the pre-test and the evaluations of June 1968 as the post-test, it was not possible to include in that report anything more than the non-statistical evaluation of these programs. The non-statistical aspects included discussion of the summer programs with administrative personnel, site visits to the program activities, and information about the programs and their operation from administrators, teachers, and students, obtained from interviews, questionnaires, and other sources.

Recommendations with regard to effectiveness of the summer Title I programs were included as part of the following report.

1967-68 Regular School Year and Summer 1967 Title I Programs

By use of the statistical model, it was possible to detect small changes in evaluated student performance associated with individual Title I programs of less than a year's duration, such as gains in classroom performance, school adjustment, and improvements in absenteeism of the students in the programs. The following types of programs were again found to be associated with positive change: pre-kindergarten, enriched primary and secondary summer school, Pupil Personnel Services Teams, reading incentive seminars, special summer classes for social adjustment or orientation, summer camping, and special high schools which directly rehabilitate potential dropouts (such as STAY and Webster Girls' School). There was little correlation between program effectiveness and cost per pupil.

1968-69 Regular School Year Title I Programs

Title I funds during the 1968-69 school year were concentrated in fewer schools and on fewer students (31 public schools and 5 private schools, with 21,000 students, just over 10,000 of whom were identified).

The types of programs found to be associated with the greatest positive change in the classroom performance and school adjustment of the students were: pre-kindergarten, reading incentive programs, special high schools (Webster Girls' School for pregnant girls, and STAY where dropouts could complete their high school education after school hours), and special programs where students who were themselves having difficulty in school were called upon to help younger students who needed help (Youth Serving Youth).

Certain programs were found to be associated with decreases in student absences as compared with other students of the same grade and sex.

It was found that in Title I schools 20% of the boys and 14% of the girl repeated the 1st grade. After the 3rd grade, 75% of the boys and 59% of the girls in Title I schools were one year or more behind their normal grade for age. It was also found that after the 3rd grade 36% of the boys and 20% of the girls were two years or more behind their normal grade for age.

The evaluation of Project READ showed that students in the 3rd grade gained more than the equivalent of one year's growth in both vocabulary and comprehension as measured by the difference between the pre-test and post-test scores on the Gates-MacGinitie Reading Test. Students in other grades averaged approximately the equivalent of two-thirds of a year's growth (when change in grade equivalent score was prorated over one year).

Chapter 2

PROCEDURE

I. EVALUATION SYSTEM

To separate out the effects of any one Title I program on an individual student or any group of students is a very difficult task indeed, as there are so many other in-school as well as out-of-school influences affecting each student. Some of these influences are known and others are unknown. Statistical control, by the use of control groups, is usually impractical in such situations, as it is not possible to anticipate the particular students who would be in any program, nor is it usually possible to obtain groups of students with characteristics similar to those of the ones who are participating at any one time. It was therefore necessary to develop a statistical model, in which the effects of a program on the student's performance in the classroom and his adjustments to the school situation could be measured.

The evaluation system for the present analysis continues the procedure used in the preceding analyses of Title I programs, in that it compares the performance of students in various programs with that of students in other programs and with students in various grade groups, by sex. This comparison is limited to students in the Title I target-area schools because these are the ones for whom the data are available from the teachers' Student Evaluation Forms, which are the primary basis for this comparison. This year, essentially, it measures the change in teacher evaluations between May 1969 and May 1970 with the additional feature during the current school year of having obtained from the teacher and the principal various measures of academic and sociological factors related to the educational development of each student. The description of the rationale used in the three preceding evaluations will be found in Chapter 2 of each of these reports.*

The evaluation system developed depends upon the ability to retain data in a data bank in such a manner that they are available for the analysis of programs and other aspects of school performance of individual students and groups of students whenever desired. This required the development of a system of student identification numbers for students in the various Title I schools and programs as well as in the baseline samples obtained. This data bank now covers approximately 125,000 students and extends over the last five years.

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* "Evaluation of ESEA Title I Programs for the District of Columbia, 1966 and 1967," December 1967.

"Evaluation of ESEA Title I Programs for the District of Columbia, 1967-68," March 1968.

The basic ingredients of this evaluation system are the systematic evaluations of students by their classroom teachers on an annual basis, combined with various measures of student performance as provided by routine testing supplemented by special tests in the Title I areas. Teachers have rated their students on many aspects of their achievement, behavior, and attitudes which influence school performance and motivation, as well as on such factors as their speech pattern, the amount of family support received in their school work, their participation in classroom activities, absences during the current school year, etc. The evaluation system also depends on information about membership of students in the various Title I schools and programs which is obtained partly from lists of students supplied by the directors of the programs concerned and partly from the teachers' responses to the questions on the Student Evaluation Forms. Another dimension added this year was the inclusion of information previously obtained by means of the "Instrument for Identifying Potential School Dropouts," which is more fully described later in this report. This permits a better description of the various educational problems related to the development of each student, and also permits an inventory of these problems by grade and school when this is desired. In the interpretation of the statistical data obtained from the data bank, the non-statistical information collected is considered as well.

II. NON-STATISTICAL INFORMATION

An extensive amount of non-statistical descriptive information, such as evaluations by the project directors and teachers, and observations while visiting the programs in operation, was collected during this current year, by both the evaluation staff and the staff of the D.C. Schools Assistant Superintendent for Planning, Research, and Innovation. Visits were made to survey Title I activities in a number of schools and to talk with principals and program directors on an individual basis about the objectives and results of their programs. Members of the evaluation staff also attended Title I advisory meetings to discuss research plans, procedures, and findings, and to report on various aspects of the evaluation.

III. STATISTICAL INFORMATION

A. Title I Student Identification and Evaluation Form (SIEF70)

This form was by far the most important of the data-gathering instruments in the evaluation of Title I programs since it was filled out by the largest number of persons in the D.C. school system for Title I schools and because it continues the collection of information similar to that obtained in five previous data-gathering periods. Also included on this form this year is information previously contained on the "Instrument for Identifying Potential School Droupouts" (called the Yellow and Green Forms).

This new form was designed to be optically scanned, thereby reducing much of the data-processing operation. In the case of elementary school students, the forms were filled out by the classroom teacher, and for secondary school students by the teacher deemed best able to supply overall information about the student (not necessarily the homeroom teacher). A copy of the new form as well as the Student Evaluation Form used in 1969 will be found in the Appendix to this report.

It will be seen that the SIEF70 consists of student information (name, date of birth, sex, etc.), questions concerning various aspects of his performance in school, evaluations of his characteristics, and questions concerning his educational development. A detailed analysis of the information from this questionnaire and a comparison with information from the previous Student Evaluation Forms will be found in a later chapter of this report.

B. Pupil Personnel Services Teams Evaluation Form (PPF)

The form used for the 1969-70 school year was identical with the one used in 1968-69, and has been used each year in much the same form for the evaluation of Title I students. It is filled out by the Pupil Personnel Service Team members to assist in the evaluation of various aspects of identified students, and to determine what types of problems they have and what types of solutions have been found for these problems. Many of the items on the PPF were the same as on the SEF, in order to gather equivalent information on the same students from both the teachers' and Pupil Personnel Services Team workers' point of view. It was hoped that the two evaluation forms together might assist in knowing better those students who were having difficulties, and enable the development of a better picture of the kinds of students who were being assisted by the Pupil Personnel Services Teams.

The analysis of this form as it applied to the students in the Pupil Personnel Teams' caseload will be found [illegible] a later chapter of this report.

C. Gates-MacGinitie Reading Test

This standardized test battery was used again in 1969-70 in the evaluation of students in the Project READ program. The pre-test scores used were obtained by the teacher from the post-test results of the previous year's testing. The post-test Gates-MacGinitie scores were obtained by additional testing using the appropriate versions of the test in those schools were Project READ was conducted. The details of the use of this test in the analysis of Project READ will be found in a later chapter of this report.

D. Sequential Tests of Educational Progress (STEP)

The STEP Test was given in the non-Model School Division Title I schools by the staff of the Assistant Superintendent for Planning, Research, and Innovation, in order to continue to use this test for those students who were in Title I schools during 1969-70. These test scores were used in evaluating the overall performance of Title I schools (outside the Model School Division), and are reported in more detail in comparison with other test batteries in a later chapter of this report.

IV. BASIS FOR THE ANALYSIS

The basis for the statistical analysis of Title I programs is the data contained in the Master Analysis File as in preceding years. Briefly, this computer tape contains the information obtained from teacher evaluations of students (Student Evaluation Forms) in May 1969 as a pre-test, a separate set of teacher evaluations obtained in May 1970 as a post-test, and information concerning specific Title I programs in which each student had participated during the school year. In addition, the 1970 Master Analysis Tape contains information from the Pupil Personnel Team Forms on students who were in their caseload.

A detailed description of the statistical findings of the evaluation will be found later in this report in the chapter on the Student Evaluation Form and in the chapter on the Pupil Personnel Teams Forms.

Chapter 3

PROGRAM DESCRIPTIONS

This chapter contains brief general descriptions of the various Title I programs conducted in the District of Columbia schools during the regular school year of 1969-70 and financed under the Elementary and Secondary Education Act of 1965, as amended. In some cases, particularly the secondary school descriptions, results of staff observations, interviews, and questionnaires have been included in some detail.

The figures shown in the table for the funding level are the Title I budget allotments. These were used since final figures for actual expended amounts were not available at the time this report was written; however, indications were that the amounts spent would conform closely to the budgeted allotments in most cases.

Many programs could not function without additional support from the operating funds of the D.C. Schools and in some cases without financial assistance from other sources such as private foundations and institutions. Other programs depend greatly upon voluntary participation of private individuals with or without partial reimbursement for their expenses. To attempt to separate or account for these contributions would be extremely difficult if not impossible; however, these contributions to the success of the programs should be acknowledged.

Figures are shown in the table for the estimated number of children served and the number of schools participating in the programs. These will differ from the number of students who actually participated as shown in other sections of this report since they were obtained from different sources, and in some cases reflect the number of students in certain programs where complete data are available rather than the actual enrollment.

Evaluations of the Title I programs will be found in subsequent chapters of this report.

TITLE I PROGRAMS FOR SCHOOL YEAR 1969-70

What is meant by this

AREA WIDE	*Funding Level	Estimated Number of Children Served	Number of Schools Participating
1. Pupil Personnel	$1,250,437	12,000	34
Youth Serving Youth - Tutees		272	13
- Tutors		176	6
2. Audio-Visual Services	43,543	19,000	34
3. Urban Service Corps	155,000	12,000	34
Widening Horizons		162	3
4. Speech (Non-Public & Public)	170,277	6,120	34
ELEMENTARY			
1. Classroom Assistance	$568,496	8,000	16
2. Project READ	178,760	5,433	16
3. Strengthening Instructional Services	83,063	8,000	16
4. Physical Fitness	125,324	261	8
5. Health & Psychological Services	74,942	8,000	16
6. Cultural Enrichment	10,175	8,000	16
7. Follow-Through Project Morgan School	21,266	315	
8. Follow-Through Project Nichols Ave. School	50,000	175	
SECONDARY			
1. Reading Incentive Seminar	$ 83,661	519	3
2. Mathematics Clinic	8,042	141	3
3. Cultural Enrichment	12,878	3,100	3
4. Gonzaga Prep Experiment	16,500	30	5
5. Experimental Staffing Patterns	225,196	3,100	3
6. Introduction to Data Processing	12,623	28	1
7. Urban Journalism Project	18,508	72	2

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*Budget allotment, rather than actual expenditures, which are not available until final audit is completed.

TITLE I PROGRAMS FOR SCHOOL YEAR 1969-70

MODEL SCHOOL DIVISION	*Funding Level	Estimated Number of Children Served	Number of Schools Participating
1. Community School	$ 62,820	1,322	2
2. Cultural Enrichment	44,582	7,774	10
3. Teacher Aide Program	537,202	7,774	10
4. Elementary and Secondary Staff Development	262,981	7,774	10
5. English in Every Classroom	19,533	4,784	3
6. Cardozo Data Processing	21,133	59	1
ELEMENTARY (NON-PUBLIC)			
1. Mathematics Program*	$153,517	1,563	5
2. Cultural Enrichment	14,067	1,563	5

* The parochial Mathematics Program was not evaluated since it was not fully operational because of inability to obtain necessary personnel.

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PUPIL PERSONNEL SERVICES

DESCRIPTION AND OBJECTIVES

This was a program specifically aimed at the source of the difficulties of the most seriously educationally handicapped children in the target area and the ones identified by their principals, teachers, and school counselors as the most likely to drop out of school. The criteria for identification of these children included economic, social, physical, and emotional, as well as educational needs. The Pupil Personnel Services Worker-Aide Teams and Clinical Consultants, under the supervision of the Department of Pupil Personnel Services, provided special assistance to these children identified as potential dropouts.

Pupil Personnel Worker-Aide Teams were assigned to each target area school. The size of the team was determined by the number of students identified. The thrust of the efforts of the Teams has been to minimize or remove the causes for potential dropout from school. The teacher does all she can within the classroom, but the Pupil Personnel workers and aides, assisted by the specialized skills of the consultants, worked outside the classroom setting to give expert attention to the problems of each individual child.

Each school was served by a Team which included one or more Pupil Personnel workers, one of whom was designated as Team leader and one or more Pupil Personnel aides (one worker or aide to approximately 100 children to be served).

One Child Development Specialist (either psychologist or social worker) was assigned to serve each school. The Specialists served one to five schools depending upon the number of children and upon the complexity and severity of the problems within the child population and the school community.

Some of the varied activities carried on by the Pupil Personnel Team were as follows:

1. In order to assist in getting students to school, home visits were made to explain the need for regular attendance to parents or guardians. Individual counseling was given to students and help provided for the necessities to facilitate regular attendance, such as shoes, clothing, and referral to supporting agencies.

2. In order to improve social interpersonal relationships among students, parents, and school personnel, Pupil Personnel Teams explored problems and provided opportunities for solutions and self-evaluation. Team leaders at schools on the secondary level organized club meetings and field trips, geared to the students' interests, for students who were having difficulty in adjusting to school.

3. To assist students having difficulty in specific subject areas such as reading and mathematics, arrangements were made for remedial aid and homework centers were organized.

4. Students with severe emotional and behavioral problems were referred to the Child Development staff of the Pupil Personnel Services. These trained specialists, psychologists and psychiatric social workers, had the expertise of their respective disciplines to attack the more severe problems of students.

One successful and innovative project sponsored by the Pupil Personnel Services has been a program called "Youth Serving Youth" which began in the summer of 1968. Each semester about 200 educationally disadvantaged secondary school students provided tutoring for an equal number of Title I elementary school students who were experiencing serious educational difficulties. The success of this program has been notable, as evidenced by the nationwide publicity it received as the subject of a Huntley-Brinkley report on NBC-TV.

The concept of cross-age tutoring is becoming increasingly acceptable as a way of meeting the needs of two groups of students:

a. The teenage tutor who needs to have financial aid, job experience, new learning methods (one of which is "teaching") and a way of upgrading his self-image as a productive, helpful person who can relate to adults, to his peers and to younger children in a positive way.

b. The tutees who are helped by having the individualized and personal attention of an older child who can help him learn and to see himself as a "succeeder".

Members of the evaluation staff of The George Washington University had numerous conferences with Pupil Personnel Teams in the various schools. Also each principal was asked to comment on the effectiveness of the Pupil Personnel Teams in his school.

A summary of comments and suggestions from these conferences follows:

Principals - Positive Comments:

1. Contacts and follow-through kept pupils in attendance everyday.

2. Supportive services allowed for closer contact between home and school.

3. The team has constantly worked with students who have attendance problems. They have provided clothing and trips to clinics and such agencies in order to improve attendance.

4. There was a positive feeling of the team toward students and parents and excellent rapport of the team with coworkers.

5. The team was well organized and was effective in school-community relationships.

6. The services rendered have greatly benefitted the identified students.

7. This program has been very effective in eliminating some of the environmental problems that students have. The team has the time and know-how to help families with these problems.

8. Excellent coordination between home and school; meets pupils' individual, social, economic, and emotional needs.

Principals - Suggestions for Improvement:

1. More efficient personnel workers are needed. More cooperation with school programs are also needed.

2. There should be a clear delineation between the team leader and the rest of the team. The team is just beginning to focus on school problems and work with pupils who can be changed, rather than with adults who have fixed behavioral patterns and may not see a need to change.

3. Services rendered are excellent, but severity of problems make it impossible for the workers to adequately serve all of their cases.

4. Pupil Personnel Team should be under direct supervision of the school principal. As system now operates, there is no immediate accountability.

5. There did not seem to be an understanding of all the facets of the Pupil Personnel Team's position in the school. There seemed to be a lack of understanding of the "line of authority".

Team Members - Observations

1. Efficiency of their services was reduced because of inadequate office space in the building (space provided not properly heated in winter, etc.) and the lack of adequate telephone facilities.

2. Behavioral problems of a small minority of students (particularly on secondary level) required attention out of proportion to the total population of the school. Team leaders felt the existing system of handling the severe behavioral problems in the schools was not adequate and was adversely affecting the majority of students who wished to take advantage of education the schools offered.

3. Caseload was too heavy to permit satisfactorily solving the problems of the students in need.

STAFF

The worker-aide teams consisted of 1 supervising director, 2 assistant directors, 63 Pupil Personnel workers, 49 Pupil Personnel aides, 2 administrative aides, 1 stenographer, and 10 clerk-typists. The Child Development Specialists consisted of 1 supervisory director, 1 assistant director, 9 clinical psychologists, and 6 psychiatric social workers.

Pupil Personnel workers were required to have a college degree with specialization in sociology, psychology, or education. Pupil Personnel aides were required to have graduated from an accredited high school and to have one year of college or work experience with a youth, community, or social service agency. When possible, aides were selected from the community in which a Title I school was located.

PARTICIPANTS

31

Identified students from 34 Title I schools, including 5 non-public schools, were served by Pupil Personnel Service Teams.

BUDGET

Budget allotment: $1,250,437.

AUDIO-VISUAL SERVICES

DESCRIPTION AND OBJECTIVES

The Audio-Visual Department has been responsible for the maintenance, repair, processing and delivery of audio-visual equipment and materials to Title I public and non-public schools. The department also provided in-service training sessions for teachers and other personnel in the use of the audio-visual equipment and materials.

The over-all objectives of Audio-Visual Services are:

1. To provide training in the operation of audio-visual equipment in the in-service education of teachers, paraprofessionals and students with the Title I schools.
2. To produce audio-visual materials to be used in the schools.
3. To engage in research and to locate from hundreds of producers, government agencies or private producers the material which will most effectively implement the curriculum.
4. To organize and work with groups of officers, teachers and other persons involved in evaluating materials.
5. To exercise discrimination in the final selection of the materials.
6. To provide audio-visual instruction material to be used in the classrooms.
7. To provide audio-visual instructional materials related to abilities, background and special needs of students.
8. To provide sufficient high quality equipment to meet the needs of a rapidly expanding audio-visual program in Title I schools.
9. To maintain this equipment and to supply accessories for equipment.

During the school year 1969-70, the Media Center has filled requests for 6,000 films, 3,000 filmstrips and loans of some 60 different pieces of equipment. The system of having all equipment and audio-visual supplies consigned to the schools flow through the Audio-Visual Services Department insures accurate receipts and inventory control.

A professional member of the Audio-Visual Services staff worked with teachers in evaluating materials and equipment, participated in faculty meetings for the purpose of acquainting teachers with materials, techniques, and trends in audio-visual equipment, and worked with students in photography and audio-visual clubs.

Audio-visual assistants provided service in library booking and processing audio-visual materials for delivery to the schools and assisted the school personnel in operation of the equipment.

The primary function of two teacher aides assigned to Audio-Visual Services by the Elementary School Department was to work with teachers within the audio-visual program in individual Title I schools. They assisted in workshops and audio-visual clubs.

Plans for the future in the Audio-Visual Services Program call for a transition from an Audio-Visual Library to an Educational Media Center. Because the importance of audio-visual materials in the teaching process is accepted and realized by most teachers, there is a growing need for the system to handle sophisticated visual materials, tape decks, television and closed circuit television and so forth. Trained personnel who can give leadership and education in the use of these instruments to help facilitate the learning process will be needed.

A good program in photography and television production would satisfy some of the objectives of Title I programs, and give Title I students trained in the Urban Communications Project at American University an opportunity to use the technical knowledge they acquired in this special Title I program. Research studies show there are job opportunities in the communications field for well trained inner-city Black youth.

STAFF

1 TSA-15 teacher
1 film and equipment repairman
2 audio-visual assistants
2 teacher aides
1 supply clerk

PARTICIPANTS

This program provided audio-visual equipment and services for 34 public and non-public Title I schools.

BUDGET

The budget allocation for this program was: $43,543.

URBAN SERVICE CORPS -
WIDENING HORIZONS

DESCRIPTION AND OBJECTIVES

The objectives of the Urban Service Corps was to bring services to school children. Washington, D.C., as all other major cities, has many educational problems, reflected most frequently in its inner-city areas. It was felt that the Urban Service Corps could be effective against the typical inner-city child's background of social, economic, cultural, and educational deprivation through the pursuit of two major goals:

1. The development of plans, projects, or programs to augment or support the present educational offerings of the school, as well as to explore new avenues to education for the disadvantaged.

2. The recruitment and training of volunteers to bring needed services to children. The Corps operates on the premise that there are hundreds of people in the community who have services, talents, skills, or training who will be willing to give help, if asked, to children in the public schools.

Services offered by the Urban Service Corps during the school year 1969-70 included:

1. Purchase of eyeglasses, hearing aids, and clothing. Funds through Title I made possible the purchase of eyeglasses, hearing aids, and clothing for students in Title I elementary and secondary schools. In addition to the new clothing purchased, large quantities of used clothing were distributed.

2. Emergency requests for funds. Emergency requests for assistance with school fees and exmination fees for continuing education were met where funds were available. In the absence of Title I funds and from private donations, resources were found from community resources by members of the Urban Service Corps staff.

3. Recruitment of Volunteers. More than 30 programs operated through the use of approximately 15,000 volunteers. Volunteers included hundreds of college students, housewives, professional people, government personnel, cabinet wives, and members of church clubs and business groups. Volunteers were recruited to work with children on a one-to-one basis and served as aides in art, music, library, reading, mathematics and other school subjects. Typical comments regarding the work accomplished by these aides follow:

"Interest in reading has come from negative to positive. Attention increased. Some better performance."

"Was attendance problem. Interest of child good on field trips we've taken. Hasn't missed a day when I'm here. Has improved in reading."

"A great need for individual attention. Tragic home situation - emotional problems deep. No real academic progress, although some improvement in reading. Child really needed individual help in reading. Good rapport established through field trips, talks, games, etc."

"Child has heavy home responsibilities. Felt when I could get through to her, I helped her overcome her feeling of discouragement and helped her toward a better attitude about school."

4. Widening Horizons Program. This program offered organized tours to government agencies and private agencies as a part of the regular secondary school program at Garnet-Patterson, Shaw, and Terrell Junior High Schools. The objective of these tours were to help students become aware of occupational opportunities, as well as to analyze their own strengths and weaknesses in relation to their careers. A vocational aide was assigned to each of these schools to help arrange the tours, accompany the students on the tours, to provide information about the various occupations and to do follow-through work with the students on planning for a career. Tours included:

a. A tour to the Washington Metropolitan Area Transit Authority. Here, the students were given information about the future subway system. They were given the opportunity to get on one of the subway cars.

b. Another tour took them to the Department of Agriculture where autumn colors, seeds, and other changes in plant life were emphasized. The students had an opportunity to work with plant specimens.

c. There was a tour to the White House and the students were given a guided tour of the White House, which included special rooms.

d. There was also a tour to the WTTG-TV station. Here, they learned about the many jobs and people involved in the TV industry.

e. Students took a tour to the Beltsville Agricultural Experiment Station. Here, they learned about occupations and requirements involved in experiments conducted with animals.

f. Students also went to the Smithsonian Institution where they visited laboratories and research departments to learn about interesting occupations of people who collect specimens and prepare them for exhibit.

g. One important tour was attending one of the court sessions. Here, students learned about the function of the courts, the occupations involved, and how they affect students' lives. A lawyer from the District Courts volunteered to come back to the school and talk further with the students about the cases they saw being tried. One was a murder case, and another was a case involving auto theft.

h. Other tours included a visit by the girls in the program to the Columbia Women's Hospital, where they learned the requirements to be a practical nurse or a registered nurse; a visit to the Chesapeake and Potomac Telephone Company; a tour of the vocational high schools to show the students the many areas offered in specialized education training for jobs; a tour to the Howard University School of Medicine; and a tour of the United States Civil Service Commission.

5. Project MEN. Widening Horizons also sponsored Project MEN. Project MEN was an operation in which Widening Horizons of the Urban Service Corps and the D.C. Citizens for Better Education worked together to give new vocational experiences to eighth grade boys. This program was offered to boys at Shaw and Garnet-Patterson Junior High Schools. The boys chose a vocation in which they have an interest. A man who was engaged in this vocation acted as their host. A youth spent a day with his host as often as the Project MEN participant could fit this into his professional or business schedule. The primary purposes of Project MEN were: to expose as many boys as possible to the vast number of careers available for the educated man; and second, to let them see Negro men actually performing these various duties; to establish contact with successful Negro men for those boys and persuade them to complete their education in order to follow this lead.

6. Speakers' Bureau. Co-sponsored by the D.C. Citizens for Better Public Education and the D.C. Federation of Civic Associations. The Bureau sought to strengthen ties between adults in the community who are involved in a variety of businesses, professions and occupations, and students in the public schools. Speakers were available for assemblies in classrooms or auditoriums. The topic for the discussion was selected by the student body. Participation was entirely voluntary. The Speakers' Bureau hoped to build confidence in the youth, heighten their aspirational level, and increase their knowledge of various occupations and vocations that may be available to them.

7. Sports Program. Widening Horizons also sponsored a year-round sports program, in which there were swimming teams, canoeing teams, bowling and rowing teams. This program worked in collaboration with the Department of Defense who provided both direction and money for the program. This program was not limited to Title I schools but involved both inner-city children and suburban children. A charge was made for the middle-class student who participated in this and any necessary fees were paid for the inner-city children.

8. Pilot Training Program. This year, Widening Horizons also sponsored and directed two pilot training programs. The first group consisted of 20 students, 16 years and over, from Terrell, Garnet-Patterson, and Shaw. The purpose of this program was to work with community agencies and community businesses in trying to help place these students on jobs. Widening Horizons received cooperation for this pilot project from the Board of Trade and from the C&P Telephone Company. The telephone company offered to train students for jobs in the telephone company in office procedure, supply and equipment, and so forth. Manpower through the Board of Trade worked in trying to find jobs for these students.

The second pilot project sought to give special training in child-care to girls, 14 to 16 years old, and training to boys of the same age in landscaping. The training was given at Howard University. There were 30 students in this program - 10 students selected from each of the three schools - Terrell, Garnet-Patterson, and Shaw. Many residents were hesitant to hire inner-city children for baby-sitting or mowing the lawn, etc. This program provided specially trained students in these areas and provided these students with guaranteed references from the D.C. Schools and Howard University. Ads were placed in the newspapers for the students who successfully completed this program.

PARTICIPANTS

There were 50 students from each of three schools, Garnet-Patterson, Shaw and Terrell Junior High Schools, enrolled in the Widening Horizons Tour Program. Students who were potential dropouts were encouraged by the principal and teachers to enroll in this program. The program was also open to all other interested students.

STAFF

The Widening Horizons staff consisted of 1 coordinator, 3 vocational aides, 2 school assistants, and 1 secretary.

BUDGET

Budget allotment: $155,000.

SPEECH CORRECTION - for Public and Non-Public Schools

DESCRIPTION AND OBJECTIVES

The purpose of the Speech Correction Program was two-fold:

1. To diagnose and provide therapy for students having specific speech disorders; and
2. To enrich the opportunities in speech and hearing for all students.

During the school year 1969-70 the Title I Speech Correction Program was directed toward the elementary school level, for both public and non-public schools, where it was hoped that the students could be reached and helped before their problems became entrenched and intensified. Title I funds were used to augment the staff to the point where a full-time five-day-a-week speech correctionist was provided for each of the elementary Title I schools. Limited speech services were also offered on the junior and senior high levels where the dropout problem was a serious factor and where speech problems might critically affect a student's educational, social, or vocational adjustment.

The assignment of a full-time speech correctionist to the Title I elementary schools made possible improved working conditions, better knowledge of the special needs of each school, more effective therapy, coordination with the classroom teachers, cooperation with other professionals such as the nurse, doctor, psychologist, etc., and parent conferences.

Speech is the basis of language mastery, including reading and writing. Students will fail in subject matter, fall behind their grade level, or drop out of school because of speech problems. An intensive approach was needed in Title I schools to emphasize the importance of speech, not only for education in general and reading in particular, but also for widening the students' social and economic opportunities in life.

Principals in Title I elementary schools were asked to express their opinion of the Speech Correction Program in their school. Following is a summary of the comments received:

1. The speech therapeutics administered in our school was most effective in all aspects, from the viewpoint of every teacher dealing with the children who attended the therapy classes. A definite schedule was followed and the children displayed in class the theories taught to them in the speech class they attended several times weekly.

2. The speech correctionist has "proved her weight in gold." Our pupils take pride in speaking well.

3. The worker involved in this program is a conscientious person; hence, she is improving the speech defects of these children.

4. Need more speech therapists.

5. Full-time speech teacher has given more service in this area.

6. Speech services have improved speech patterns of many of our pupils and provided situations where pupils could appear in audience/stage activities.

7. Limited service and need is great (individually and group-wise).

8. A plus in any school where effective help is given.

Plans for future developments in the Speech Correction Program include:

1. A multi-disciplinary approach utilizing school psychologists and school social workers as regular members of the diagnostic team.

2. Installation of listening centers in selected schools to introduce the concept that auditory training is an important adjunct of speech therapy.

3. Establishing a diagnostic center where speech correctionists may bring students for diagnostic appraisal, and observe and practice methods and techniques.

4. Introduction of a programed therapy unit on the secondary level.

STAFF

1 assistant director
12 speech correctionists - public schools (Title I funds)
2 speech correctionists - non-public schools (Title I funds)
1 administrative assistant
1 clerk-typist

PARTICIPANTS

All students with speech problems in the Title I public and parochial elementary schools were given appropriate therapy by speech correctionists. Therapy was provided for serious cases on the secondary level.

BUDGET ALLOTMENT: $170,277

CLASSROOM ASSISTANCE PROGRAM - NON-MODEL SCHOOL DIVISION
TEACHER AIDE PROGRAM - MODEL SCHOOL DIVISION
(Elementary)

DESCRIPTION

The Classroom Assistance Program and the Model School Division Teacher Aide Program were designed to provide para-professional help to classroom teachers and school staff. The underlying premise upon which these programs were based was that by providing the teacher with assistance in the many non-teaching duties that she must perform, she would have more time to spend in actually teaching and working with the students themselves. This would hopefully result in more individual and concentrated attention by the teacher and would thus benefit the student.

Each Title I elementary school had an average of five teacher aides. Their duties were extremely varied, such as: assisting the teacher in the classroom, working with small groups of children while the teacher worked with another group, setting up bulletin boards, correcting papers, housekeeping, assisting on the playground and in the lunchroom, patrolling the halls, working with audiovisual equipment, and assisting on field trips.

OBJECTIVES

Classroom Assitance Program - Non-Model School Division:

1. To provide teachers with assistance in instructional activities; and

2. To provide teachers with assistance in housekeeping, clerical, and recreational duties.

Teacher Aide Program - Model School Division:

1. To assist in reducing absenteeism of students;

2. To help the students develop understandable oral expression;

3. To help the students in reading and performing mathematical activities at grade level;

4. To assist in after-school study programs; and

5. To provide clerical and non-clerical assistance to teachers and librarians.

Classroom Assistance
Teacher Aides (MSD)

STAFF

The staff consisted of 1 field supervisor, 2 program coordinators, and approximately 105 classroom aides and assistants.

PARTICIPANTS

In that teacher aides served in all Title I schools, all the teachers and students may be considered as program participants.

BUDGET

Classroom Assistance Program - Non-Model School Division:	$568,496.
Teacher Aide Program - Model School Division:	$537,202.

PROJECT READ
(Elementary)

DESCRIPTION AND BACKGROUND

Project READ has been operating in the District of Columbia Public Schools for the past two years, since September 1968. Although the program has been basically the same for both years, there have been certain changes made in the 1969-70 school year: whereas in 1968-69 it was obligatory for all teachers in Title I schools (exclusive of the Model School Division) to use Project READ, in 1969-70 it was optional; also extra materials were added during the second year, such as extra enrichment materials and extra comprehension and audio-visual materials. In the first year it was required that Project READ be used exclusively and not in conjunction with any other reading programs; in the second year this was suggested but not required.

Project READ consists basically of four phases or units. The Readiness in Language Arts unit is the first step in the program for the non-reader. This unit is entirely teacher-administered, and all student responses are oral. The teacher works from a large master book which is visible to the students of the class. The children are first taught the basics, such as directions, spatial relations, and color. Once these have been mastered, they progress systematically to the alphabet and letter sounds, learning sound/symbol relationships to relate symbols to sounds as they appear in words.

The next phase is the Reading Readiness unit. When the student has learned the basic concepts of the previous unit, he is ready for this one. The Reading Readiness phase consists of four books, A, B, C, and D. Book A is teacher-administered and is a review of basic concepts as well as an introduction to new reading concepts. The teacher and students do Book A together, and the students do the other three books on their own.

The third unit, the Sullivan Decoding Kit, is used in conjunction with the Reading Readiness unit. The kit contains sound symbol cards, teacher letter cards, word cards, an alphabet chart, and a teacher's manual. These materials are used to enhance, reinforce, and clarify concepts covered in the four books of the Reading Readiness unit.

The fourth phase is the Sullivan Reading Program. This phase is made up of 20 textbooks and 28 correlated readers. Students work in the programed textbooks at their own rate of speed. The basic theory is that of teaching the student a decoding process which trains him in the elements of language as we use it. The correlated readers are a series of high interest, low vocabulary booklets which supplement the programed textbooks.

Students were given the Sullivan Placement Test at the beginning of the program and were placed in the different phases of the program based upon their performance on the test.

OBJECTIVES

The objectives of Project READ were:

1. That the average student participating in the program will make a year's progress in one semester; and

2. That compared with national standards the average student will double his rate of progress in reading.

STAFF

The staff for this program consisted of 1 supervising director and 1 Project READ coordinator. In addition, the reading specialists and teachers in Title I schools actively participated in the program.

BUDGET

Budget allotment: $178,760.

STRENGTHENING INSTRUCTIONAL SERVICES
(Elementary)

DESCRIPTION

Teachers in Title I schools have often requested instructional guidance or courses pertinent to their work. The Strengthening Instructional Services Program was designed to provide this kind of assistance, by providing training in teaching methods as well as supplies and assistance in preparing materials. Teachers who participated in this program were not removed from classroom service, but rather worked on a rotation basis for a period of eight weeks at a time, being replaced at these times by regular teachers hired on an annual basis.

Some of the areas explored and studied by the teachers were:

1. Techniques for motivating and creating sustained attention of children in the classroom;

2. Techniques that would encourage children to have pride in achievement while facilitating learning growth in order to offset the attitude of defeat produced by school failure;

3. The use, production, selection, demonstration, and manipulation of instructional materials to gain attention and to provide meaningful and relevant learning;

4. New and innovative ways of organizing the classroom for achieving a more effective learning situation;

5. Diagnostic approaches for the rectification of learning deficiencies;

6. Audiovisual and kinesthetic materials and methods to add new dimensions to the learning experience.

Demonstrations, workshops, and special activities were held when requested or felt necessary.

Strengthening Instructional Services

OBJECTIVES

The objectives of this program were:

1. To strengthen the quality of instructional services; and

2. To provide supplies for and assistance in the preparation of materials to individualize instruction.

STAFF

The staff was made up of 1 coordinator and 7 teachers.

PARTICIPANTS

Teachers in Title I elementary schools particpated in this program.

BUDGET

Budget allotment: $83,063.

PHYSICAL FITNESS PROGRAM
(Elementary)

DESCRIPTION

The ultimate purpose of all Title I programs is to prevent school dropout. In order to prevent students from dropping out of school, it is necessary to make school interesting and relevant to them. The Physical Fitness Program was an effort to do this. It was designed to get children to come to school, to improve their interest in school, to improve their performance in school, and to improve their overall physical condition.

The program was conducted each day from 6:55 A.M. until 8:30 A.M. Students first participated in physical activities, such as exercise, sports, games, and competitions. Following this, they had a supervised shower period which included instruction in cleanliness and physical hygiene. They were then given a nutritious breakfast, after which they went to their own schools.

Participants included identified students and, when facilities were adequate, unidentified students who wished to participate. Before he entered the program each child was given a permission slip which had to be filled out by his parents or guardian.

Each center had at least one trained physical education instructor, in addition to another teacher and one or two teacher aides. A number of high school boys under the Work Scholarship Program were paid $1.60 an hour to assist in this program, performing such chores as setting up breakfast, cleaning up after the meal, and helping with the showers.

OBJECTIVES

The objectives of the program were:

1. To improve attendance;
2. To develop self-discipline, self-confidence, and self-direction; and
3. To provide a nutritious breakfast.

STAFF

The staff consisted of 1 education specialist, 8 teachers, 2 center coordinators, and 4 teacher aides.

PARTICIPANTS

A total of 300 students participated in the program, 50 of whom were girls. All of the participants were from Title I schools.

BUDGET

Budget allotment: $125,324.

HEALTH AND PSYCHOLOGICAL SERVICES PROGRAM
(Elementary)

DESCRIPTION

The physical and psychological health of a student is a matter of great importance to his success in school. Many of the students in the D.C. school system suffer from varying degrees of these types of problems. Oftentimes the parents do not have the time nor means to rectify or treat such problems in their children, and worse yet, in many instances problems of this nature are not even known to those concerned. The Health and Psychological Services Program was initiated in the D.C. Schools in an effort to meet this need.

The program was divided into two aspects: the health and the psychological. Two crisis teachers served the psychological aspect of the program. The basic rationale was that children with behavioral or psychological problems need more individual attention than the classroom teacher can give them. Thus, if there were a crisis teacher available she could work with these students to give them the care and attention they need. The health aspect of the program provided for health aides in each of the regular Title I elementary schools, who assisted in keeping school health records, in weighing and measuring the students, in helping the regular school nurse, and in administering emergency first-aid treatment. It was felt that in providing these extra services for the students, health and psychological problems might be discovered at an early stage and thus make treatment sooner, easier, and more effective.

OBJECTIVES

The objectives of this program were:

1. To improve a child's present function by finding all existing health defects;
2. To remedy any existing defects through arranging for medical, dental, or other type of treatment; and
3. To improve the health of the community in which the child lives througl increasing the awareness of and concern for health problems of children.

Health and Psychological Services

PARTICIPANTS

All students in Title I schools participated in this program.

STAFF

The staff consisted of 2 crisis teachers at J.F. Cook and J.O. Wilson elementary schools as well as 8 health aides at each.

BUDGET ALLOTMENT

$74,942

CULTURAL ENRICHMENT - NON-MODEL SCHOOL DIVISION
CULTURAL ENRICHMENT - MODEL SCHOOL DIVISION

DESCRIPTION

The basic purpose of the two Cultural Enrichment Programs was to provide disadvantaged students with a variety of first-hand cultural experiences, in an effort to broaden their cultural scope. The types of activities to which the students were exposed were extremely diverse, dependent upon the age group and the available resources. The general activity types can be classified as follows:

1. Performances at the school;
2. Performances not at the school (students are transported); and
3. Visits to centers of interest in the District of Columbia area.

Examples of some of the cultural activities in which the children took part were: a guided tour of Howard University, a performance of the D.C. National Symphony Orchestra, a visit to Oxon Hill Children's Farm, a trip to Rock Creek Park, a White House concert, a performance of the "Wizard of Oz," a Tiny Tot Concert at Catholic University, and many more.

Teachers were encouraged to integrate these cultural experiences into their classroom curriculum. It was found that the activities were more effective if the children were prepared for them, usually by means of class discussion, or reading or research of some type. After the experience, many teachers also had class discussions or asked students to write their impressions, or followed up in some other way.

OBJECTIVES

1. To provide for enrichment of classroom instruction;
2. To increase the students' awareness of their cultural heritage;
3. To provide a basis for aesthetic judgment;
4. To help students to communicate ideas through writing; and
5. To help in the development of understandable oral expression.

STAFF

The staff consisted of one coordinator in the Model School Division.

PARTICIPANTS

All students in Title I elementary schools took part in these programs.

BUDGET

Budget allotment: Non-Model School Division - $10,175.
Model School Division - $44,582.

FOLLOW THROUGH PROGRAM - NICHOLS AVENUE
FOLLOW THROUGH PROGRAM - MORGAN
(Elementary)

DESCRIPTION

The Follow Through Program, initiated during the 1968-69 school year, was an experiment in primary-level education of disadvantaged children, held at two elementary schools, Nichols Avenue and Morgan Schools. The program was continued during the 1969-70 school year along the same lines as in the previous year.

The overall purpose of this program was to continue the preschool education these children had received in such programs as Head Start and other similar efforts, since it had been found that in many instances the strides made by such programs were lost because they were not properly followed through. The programs at Nichols Avenue and Morgan schools were designed to counteract such losses by continuing the early childhood activities.

Although the overall premise was the same for both Nichols Avenue and Morgan Schools, the two schools used different teaching approaches. The program at Nichols Avenue was based on the Bereiter-Engelman approach, a theory which maintains that every child can achieve well if he is properly instructed and if a child does not succeed it is because he is not being correctly taught. Operationally, the Bereiter-Engelman method puts the children in small learning groups of 5-10 per group; providing a great deal of individual attention; having the teacher shoot questions at the children at a very fast rate, thus requiring a great number of responses from them; and planning the instruction so that the children work on tasks which are important for the mastery of future tasks.

The program at Nichols Avenue functioned primarily at the kindergarten level. There were four classes of approximately 25 children each, which were further broken down into small groups of 5-7 children. The children went from one group to another as they either overtook or fell behind the group.

The program at Morgan School used the Infant School approach. Each classroom contained 4-, 5-, and 6-year-old children, and operated on an ungraded system. The atmosphere was extremely free. No set learning pattern or curriculum was imposed upon the children, the purpose thereof being to allow them, within certain limitations, to explore those subjects and areas in which they were most interested. The underlying rationale of the Morgan School method was that regardless of subject content, if a child is kept keenly interested in whatever activity he is pursuing, even if he has some major gaps in information, he will be successful because he will continue to explore, question, and observe things with which he comes in contact.

At both schools, a major aspect of the program was community and parent involvement in the school and its activities. An advisory committee made up of parents and community members worked with the school administration in planning and making decisions. Parents were also extremely active in the actual day-to-day functioning of the school.

In order for children to be enrolled in the Follow Through Program they had to meet the following criteria:

1. Must have attended a preschool program for at least 7 months;
2. Must have reached kindergarten age (5) before 31 December; and
3. Must live within the school community.

OBJECTIVES

The objectives of the Follow Through Program were:

1. To meet the physical, psychological, and instructional needs of the children; and

2. To give comprehensive services to children who have been in an early childhood program, to promote total development.

STAFF

Nichols Avenue School: The Title I staff consisted of 1 Assistant Director, 1 Community Coordinator, and 2 special teachers.

Morgan School: The Title I staff consisted of 3 community aides.

PARTICIPANTS

A total of 200 students who met the selection criteria took part in the Follow Through Program at Morgan and Nichols Avenue Schools.

BUDGET ALLOTMENT

Nichols Avenue School:	$50,000
Morgan School:	$21,266

READING INCENTIVE SEMINAR
(Secondary)

DESCRIPTION

This program was designed to help students at the secondary level who had average and above average learning ability but who lacked the motivation to read and achieve in school work in general. Paperback books on a great variety of subjects were used; field trips were taken; visual aids such as films were used in classes; and the classes were kept small. Everything possible was done to provide the students with an incentive to read.

1969-70 was the fourth year for this program. The Reading Incentive Seminar Program began in the 1966-67 school year as a voluntary program for students, in classes conducted during and after regular school hours. Because of student and teacher enthusiasm, the program was expanded during 1968-69 and programmed as a regular class at Stuart and Terrell Junior High Schools and Dunbar High School. Evaluations of this program showed that students improved in both classroom performance and school adjustment; had fewer absences than comparable groups of students; and were ahead of the average junior high school students in age-for-grade placement.

Teachers organized the classes according to the reading level and interests of the students. In one class where students expressed an interest in Negroes and Negro History, paperback books were provided and a unit developed on this topic. In another class, students expressed a desire for books on how to apply and be interviewed for a job, so some class time was devoted to this.

Teachers expressed the opinion that the reading seminar approach was successful with the students because material could be presented which was relevant to them; that paperback books were valuable aids in developing an interest in reading; and that students in these classes were not ready to read the "classics" which are usually offered at the junior and senior high school level.

Interviews with the teachers and principals by the evaluation team revealed the following other comments:

1. A scheduled monthly meeting of the teachers involved in the Reading Incentive Seminar Program at the three schools would be helpful, to more clearly define objectives and exchange ideas.

2. The funds for the purchase of the paperback books and for field trips should be allocated in a lump sum at the beginning of the school year, to alleviate red tape. Teachers felt the efficiency of the program was reduced by the complicated purchase order system which existed.

3. Teachers and principals felt that, while the program was highly effective for the students it was serving, another phase should be developed to serve students who needed help in basic reading skills. The program as now designed was not reaching the group of "non-readers" at the junior high school level.

OBJECTIVES

The objectives of the Reading Incentive Seminar Program were:

1. To help students who have average and above average learning ability but lack motivation to read and achieve in school work in general.

2. To seek numerous approaches to learning - including less conventional methods.

STAFF

There were nine experienced reading teachers in the program.

PARTICIPANTS

Seminars were held in the three participating schools (Stuart and Terrell Junior High Schools and Dunbar High School) and 519 students from these schools took part in the program. At Terrell the 7th-grade students were selected for the program by teachers, and the 8th- and 9th-grade students volunteered for the program. At Stuart all the students were selected. At Dunbar the course was offered as an elective.

BUDGET ALLOTMENT

$83,661

MATHEMATICS CLINIC
(Secondary)

DESCRIPTION

This program provided extra help for secondary school students in an effort to increase their mathematical competency. Student failures in mathematics are considered to be high for students living in the target area, and to be related to low interest and lack of success experiences rather than to low levels of ability.

The Mathematics Clinic Program was set up at Terrell and Stuart Junior High Schools and Dunbar High School, which operated 45 minutes each morning and afternoon before and after school hours. Attendance was voluntary although in some cases class teachers did make recommendations. Students participating in the clinic received individual instruction from the regular mathematics teachers at the school.

Interviews with the teachers of this program, conducted by the evaluation team, revealed the following:

1. Attendance by students was very poor. Students lacked the necessary motivation to attend an instructional period which is conducted before and/or after school.

2. For the students who were regular in attendance, the individual instruction and attention offered were beneficial.

3. Students who attended the clinic were interested in learning to use the adding machines and calculators.

4. The clinic was used intermittently at the senior high level by students preparing for the College Board Entrance Examinations.

5. It was the consensus of the teachers that the clinic should be scheduled into the regular school day.

OBJECTIVES

The objectives of the Mathematics Clinic Program were:

1. To provide individualized help to students experiencing "blocks" to learning mathematics; and

2. To introduce students to different ways of learning mathematics.

STAFF

The staff consisted of 7 regular mathematics teachers at the three schools, Stuart and Terrell Junior High Schools and Dunbar High School.

PARTICIPANTS

Mathematics Clinics were held at the three schools (Stuart and Terrell Junior High Schools and Dunbar High School), with 141 students participating at some time in the clinics.

BUDGET ALLOTMENT

$8,042

CULTURAL ENRICHMENT
(Secondary)

DESCRIPTION

The Cultural Enrichment Program provided funds for Title I students to engage in a wide variety of aesthetic experiences in the areas of the arts, music, dance, and literature. The program sought to improve students' performance in school subjects through self-raised standards and aspirations.

This program was conducted at Stuart and Terrell Junior High Schools and Dunbar High School.

At the high school level, the rationale of the program was that although the students may have been culturally deprived they were not deprived of the capacity to grow intellectually. The program sought to compensate for the deficiencies of these students and to provide the motivation which would facilitate learning.

The program concentrated on the following categories:

Physical education: Visits were made to many schools to observe games and equipment and to participate in workshops. Modern dance instructors were brought in to teach students to dance and to gain an appreciation of modern dance. Through the Cancer Society, arrangements were made for students to visit a mental health program, a family services program, and the District of Columbia Health Department.

Music: Selected groups of students attended concerts and symphonies. Dance groups were brought to the school to perform.

Art: Visits were made to museums to see sculptures, paintings, etc.

Social Studies: Visits were made to the Court, the Senate and House of Representatives, the Federal Bureau of Investigation, and to the United Nations, and movies related to history were shown.

English: Students attended stage productions at Arena Stage and Olney Theater. Authors and lecturers spoke to classes at the school. Perspective students visited various college campuses.

Mathematics: Students visited computer and data processing installations.

Foreign Languages: Students in foreign language classes attended French and Spanish plays and movies.

Home Economics: Students went to various restaurants for meals, and attended fashion shows.

Business Education: Tours were conducted to various business institutions so that students could learn the job qualifications necessary for various occupations.

Science: Students in science classes toured well-equipped scientific laboratories and science centers in the Washington area.

The following suggestions were made at Dunbar High School for an expanded program, budget permitting, for the next school year:

1. Continue the existing activities but on a larger scale in order that every child could be reached.

2. Provide paperback books for leisure reading for all students.

3. Arrange for 11th-grade students to visit Gettysburg, Williamsburg, and/or other historical settings.

4. Bring in such authors as Alex Holey who would encourage students to have a better self-image.

5. Develop a resource center for the science department with adequate materials and visual aids.

6. Take choir and choral music classes to hear famous choirs, soloists, and musical shows in Washington and other cities.

7. Take music appreciation classes and band classes to hear symphony orchestras and symphonic bands.

8. Take students to the All-City Choral Festival.

OBJECTIVES

The objectives of the Cultural Enrichment Program were as follows:

1. To develop new interests and new insights into the values of education; and

2. To improve students' performance in school subjects through self-raised standards and aspirations.

STAFF

Other than the regular school staff there were no additional personnel necessary for this program. The Assistant Vice Principal for Title I programs in each school, however, was able to give valuable assistance in the coordination of all activities.

PARTICIPANTS

All students from Terrell and Stuart Junior High Schools and Dunbar High School participated in this program. An attempt was made for every student to have the opportunity to attend at least one cultural event.

BUDGET ALLOTMENT

$12,878

GONZAGA EXPERIMENTAL PRE-PREP PROGRAM
(Secondary)

DESCRIPTION

Counselors and principals in the public and parochial schools selected thirty 7th-grade boys to attend the first year of a two-year program at Gonzaga College High School. The program sought boys who had a good potential but average achievement in school, and particularly boys who lacked home support. The purpose of the program was to improve achievement and motivation, and to encourage these boys to prepare for college.

Funding for the program was provided by Title I from the District of Columbia Public Schools, the Maryland Province of the Society of Jesus, and the Eugene and Agnes Meyer Foundation.

Gonzaga College High School is a private Jesuit school, located in Washington, D.C., and noted for its high scholastic standards. Approximately 98% of Gonzaga's graduates continue their education in colleges. Gonzaga has an environment which can provide much of the motivation which a student needs to acquire basic skills and understanding which a college education demands. The program was able to offer to the group of inner-city students optimum pupil-teacher ratio, extensive counseling, and supportive services such as food, transportation, books, etc.

A staff member from the Pupil Personnel Division of the District of Columbia Public Schools was assigned to work with the program on a full-time basis. Auxiliary help was obtained from the public schools in the areas of social work, psychology, psychiatry, testing, and speech and mathematical skill improvement.

Gonzaga will obtain and make available the financial equivalent of ten full scholarships for those boys who at the completion of two years in the program are academically qualified to enter Gonzaga.

While the Gonzaga College High School had had previous experience in working with inner-city boys in the Higher Achievement Program conducted during the summer, this was the first year for a regular school year program, and problems did arise:

Curriculum and staff problems:

This program called for curriculum development at a junior high school level in a school that had previously been a four-year prep high school. This created the problem of integrating the program into the organizational structure, both as to activities and subject matter.

Many of the staff had not previously worked with this age students or students from the inner city, and found difficulty in setting up criteria.

Several changes in the staff during the school year hindered the effectiveness of the program.

Problems of Students:

Thirty Black 7th graders were projected into a white middle-class prep school. Gonzaga boys wear coats and ties to school; inner-city boys do not. Gonzaga boys walk quietly through the halls; inner-city boys do not.

What did the inner-city students think of their year at Gonzaga? In a questionnaire given to the students, two things were outstanding:

All of the boys said they would rather go to Gonzaga than to the school they had previously attended because they were learning more.

The boys did not seem to feel any particular problems in relation to the regular Gonzaga students. They had some complaints about teacher favoritism in their own group and indirectly expressed need for more counseling on problems.

Twenty-eight of the thirty inner-city students completed the year at Gonzaga. Two of the students were returned to their previous school because of emotional and psychological problems. The Gonzaga staff requested the aid of the clinical teams of the Pupil Personnel Services in reaching this decision.

It is projected that the 28 boys who successfully completed the first year of the program will enter in the fall term of 1970 to complete the second year of the program.

OBJECTIVES

To help students with excellent potential to arrive at their maximum level of performance. For such students, this program provided individualized instruction and continuous guidance far beyond that possible in a regular school setting.

PARTICIPANTS

Thirty 7th-grade boys from the public and parochial schools in the District of Columbia (mostly Title I schools) participated in this program.

STAFF

The instructional staff included one director-teacher, one counselor-teacher, and seven teaching specialists.

BUDGET ALLOTMENT

Title I allotment for this program: $16,500

EXPERIMENTAL STAFFING PATTERNS
(Secondary)

DESCRIPTION

Funds for this program made possible additional staff members in Title I secondary schools. The rationale for this program was that an adequate staff can assist the total school program in moving toward the goals which have been set for Title I schools. This program was an experiment to determine what staff composition can best help to create and maintain the most favorable educational climate at a secondary level.

A freeze placed on hiring of personnel for new positions affected this program. However, the following staff were added:

3 vice principals to assist the principals in the coordination of Title I programs, at Terrell, Stuart, and Dunbar

18 teacher aides

The positions of two educational specialists, one business manager, and one school-community coordinator were not filled.

The presence of a vice principal whose activities could be confined to Title I activities was reflected in a review of the Title I programs. The vice principal was able to:

1. Assist in early scheduling of students enrolled in the Reading Incentive Seminars, and act as a coordinator of activities for this program;

2. Assist in early school opening and arranging for class facilities for the Mathematics Clinic;

3. Coordinate and make the necessary detailed arrangements for the many and varied activities of the Cultural Enrichment Program;

4. Detail the teacher aides to the most critical areas - patrolling halls to maintain discipline, monitoring lunchroom activities, devising innovative activities to develop school spirit, assisting teachers in various ways, etc.; and

5. Participate in regularly scheduled administrative meetings to pinpoint problem areas and develop plans to alleviate these problems.

Teacher aides were delegated responsibilities by the vice principal according to the most critical needs in the school. One problem with the teacher aides in the secondary schools was that some were hired at a GS-2 level, which requires a high school diploma, and some at a GS-4 level, which requires two years of college. However, the duties of all the aides are the same; in some instances the GS-2 aides are more efficient and effective in their jobs than some of the GS-4 aides. It is recommended that all aides be hired at the GS-2 level and promoted according to performance. This would permit dismissing those who did not prove to be effective.

The Experimental Staff budget also made possible a teacher training course in Reading Techniques in the Secondary Schools for interested teachers at Stuart and Terrell Junior High Schools and Dunbar Senior High School. The course offered college credit and was conducted by faculty members of the D.C. Teacher's College. There were 11 teachers from Stuart, 19 from Terrell, and 24 from Dunbar enrolled in the course.

The training course was geared to teachers of all subjects, so that every teacher could aid their pupils in reading more effectively. This was the second year this course was offered to Title I secondary school teachers. As a result of suggestions made by teachers who previously participated in the course, arrangements were made during 1969-70 for students to attend some of the classes, so that teachers in the course would have some practical experience in using the methods learned. Even with this focus added, interviews with teachers and administrators revealed that the course was still not meeting teacher expectations of need. Teachers suggested that the course would be more helpful to them if experts in all the areas affecting reading could be provided for the class sessions, rather than having the class conducted by one faculty member. Teachers felt they did benefit from the interchange of ideas from various members in the class. A study of an improved curriculum to meet teacher needs should be undertaken before this course is offered in the future.

OBJECTIVES

This program was an experiment to determine the composition best able to serve the students in the target area. The program sought to assist in the creation of the kind of educational climate needed in Title I schools.

STAFF

The following staff positions were made possible through this program: 3 vice principals, 18 teacher aides, and 3 clerk typists.

PARTICIPANTS

This program was designed to permit additional staff members at Terrell and Stuart Junior High Schools and Dunbar High School. All students at these three schools benefitted from the additional staff.

BUDGET ALLOTMENT

$225,196

INTRODUCTION TO DATA PROCESSING
(Secondary)

DESCRIPTION

This program was designed to coordinate the instructional program in data processing at Dunbar Senior High School with actual workshop experience in operating and programming data processing equipment at Armstrong Adult Education Center. Students were given guidance in career opportunities in this and related fields.

The program trained students in two phases in the data processing field. During the first phase each student learned key punch techniques and principles of data processing. After initial training, the students were given instruction in advanced techniques at the Armstrong Adult Center.

Student enthusiasm for this program was very high. All students trained in this program were able to locate employment in the data processing field.

OBJECTIVES

To introduce new occupational possibilities to inner-city students.

PARTICIPANTS

28 students from Dunbar Senior High School were enrolled in this project. Students volunteered for the program.

STAFF

A regular staff member at Dunbar Senior High School was assigned to the program and coordinated the activities.

BUDGET

Budget allotment: $12,623.

URBAN JOURNALISM PROJECT
(Secondary)

DESCRIPTION

This program provided an opportunity for students from Cardozo and Dunbar Senior High Schools to participate in workshops in the communication field at the American University in Washington, D.C. The workshops sought to provide entry learning experiences in the fields of journalism and related occupations and to motivate students to pursue careers in journalism and related industries.

The Urban Journalism workshop at American University began as a pilot project in the summer of 1968 under the sponsorship of the Newspaper Fund, the philanthropic division of the Wall Street Journal. The initial program in Washington was successful enough to justify the expansion of the workshop by the Newspaper Fund in twelve communities throughout the United States. Research studies, made by the Newspaper Fund and other groups, show that there are job opportunities in the media for well-trained inner-city Black youth.

The workshops were divided into four areas: journalism, photography, radio and television, and film making. Each group was headed by graduate students with expertise in the area. The workshops were held on Saturdays from 9 a.m. to 1 p.m. The students from Title I schools were given money for transportation and paid $1.60 an hour.

Activities in the workshop included:

1. Students in the journalism workshop published a newspaper on the theme of Title I programs and the community. Students in the photography group took the pictures for the newspaper.

2. Students in the radio and television workshop learned many of the technicalities in this field and produced an interview type show.

3. Students in the film class produced a film of high quality about Title I activities in the schools.

A member of the evaluation group had numerous conferences with the director and staff, observed the program in operation and administered a questionnaire to the students in the program.

The majority of the students in the program had not had previous exposure to the communication media areas. Student enthusiasm for the project was very high, although a delay in the pay periods caused some poor morale among the students.

OBJECTIVES

1. To provide entry learning experiences in the field of journalism and related occupations.

2. To motivate students to pursue careers and higher education for the journalism industry.

PARTICIPANTS

There were 72 students from Dunbar and Cardozo Senior High Schools enrolled in the program. Students volunteered for the project.

STAFF

The program was directed by the head of the journalism department at American University and assisted by graduate students at the University. A staff member of the English Departments at each of the two high schools acted as liaisons between the high schools and the workshop.

BUDGET

Budget allotment: $18,508.

COMMUNITY SCHOOL PROGRAM
(Model School Division)

DESCRIPTION

The community school concept is an idea that is gaining increasing popularity among school systems throughout the nation. It is believed that the school can and should be made into a focal point for community activities. If parents are made to feel that the school serves and belongs to them they are more apt to be supportive of their children's school efforts; they will become generally more interested and active in the school and education. A community school program needs time to develop. Parents and members of the neighborhood should initially be offered something of value to them from the school. Thus it becomes the school's job to find out what the community needs and wants, and arrange to provide it if possible.

Two schools in the Model School Division, Garnet-Patterson and Harrison, instituted a community school program during the 1969-70 school year. All programs were in response to the needs and requests of the community, and included: adult education courses, occupational skills courses, tutoring, and recreational activities.

OBJECTIVES

1. To develop greater understanding and involvement on the part of the community

2. To develop effective and meaningful relationships between children and with parents and school personnel.

3. To provide children with the opportunity of learning skills necessary for self-support.

4. To provide children with the opportunity for after-school study.

5. To provide activities within the community in the fields of education and recreation.

STAFF

Title I funds provided for 2 community school coordinators for Harrison and Garnet-Patterson.

PARTICIPANTS

Since participation in these programs was mostly outside of school hours, it was on a voluntary basis, and was open to the entire community - children and adults.

BUDGET

Budget allotment: $62,820.

ELEMENTARY AND SECONDARY STAFF DEVELOPMENT - MODEL SCHOOL DIVISION

DESCRIPTION

The Elementary and Secondary Staff Development Program provided a team (known as the Innovation Team) of 10 resource teachers who worked with the classroom teachers of the Model School Division. The Innovation Team was housed in a separate center detached from any school. The function of the Team can be divided into three basic areas:

1. Conducting workshops for Model School Division staff;
2. Providing on-the-scene support for classroom teachers; and
3. Preparing and disseminating new curriculum materials.

The Innovation Team has been in existence for the past three years, with each successive summer having been spent in training and coordination. Team members worked with teachers within the classroom as well as outside the classroom. The main purpose of the Team was to improve and enhance existing methods of instruction and to give help and advice wherever needed. The Team members together with the teachers decided upon new teaching methods and materials which would be most beneficial for the students. Team members helped to obtain these materials, and also helped in making arrangements for and conducting curriculum and instructional workshops.

One of the main assets of the Innovation Team was that in addition to helping teachers it provided a means for experimentation in new areas. The Team had the flexibility to research, study, and try out new teaching methods and materials which could in many instances be more beneficial to learning than the old ones. In effect, the Team provided the Model School Division with a generally broader view on the area of education.

OBJECTIVES

1. To provide a broad range of training and development opportunities for teachers, administrators, and para-professionals which would assist in the upgrading of instruction;

2. To provide coordination and articulation of the curriculum for an improved learning environment; and

3. To provide a staff development center which would serve as a channel for experts, specialists, parents, and community, to have a meaningful way of interacting with teachers and students.

STAFF

The staff for this program consisted of 1 coordinator, 10 team members, and 1 aide.

PARTICIPANTS

The entire Model School Division staff and student body could be considered as participants in this program, in that the Innovation Team served teachers, administrators, and para-professionals within the Division, thus indirectly serving the students.

BUDGET

Budget allotment: $262,981

ENGLISH IN EVERY CLASSROOM - MODEL SCHOOL DIVISION

DESCRIPTION

The English in Every Classroom Program was in its fourth year of existence in the 1969-70 school year. Whereas in its three previous years the program was confined to just one junior high school (Garnet-Patterson), during 1969-70 it was expanded to two junior high schools and one senior high school (Garnet-Patterson, Shaw, and Cardozo, respectively.

The main objective of the program was to increase the students' proficiency in the English language. The program was based upon the idea that if students are surrounded with a wide variety of enticing reading materials they will change their reading patterns -- reading widely, copiously, and willingly.

By definition the program was diffused throughout the school curriculum by having every teacher in the school made aware that English is not a subject but a discipline which is necessary for effective communication in every area of school activity and work. The students in turn were made aware of the need for skills in communication in their written work as well as their everyday interactions in the classroom.

The English in Every Classroom Program provided paperbacks, magazines, and newspapers that were used in all subject areas. The rationale behind providing reading matter in these forms was that psychologically the students would find paperbacks, magazines, and newspapers more appealing than the usual textbooks they were accustomed to, and would serve as an added motivating faccor to get them to want to read. Another key factor in this program had to do with relevance; if students were presented with reading materials that were relevant to them, to their everyday lives, to what they were studying in school, they would become more interested.

In short, the English in Every Classroom Program was an attempt to take the English language out of the confines of the English classroom and diffuse and integrate it with all other school subjects and activities.

OBJECTIVES

1. To develop understandable oral expression in the students;

2. To assist the school staff and parents in providing a favorable learning environment for students;

3. To increase reading proficiency through the use of paperbacks, newspapers, and magazines; and

4. To assist students in reading and performing mathematical activities at grade level.

STAFF

In addition to the regular classroom teachers, there was one overall coordinator for the program.

PARTICIPANTS

All the students at Garnet-Patterson, Shaw, and Cardozo participated in the program.

BUDGET ALLOTMENT

$19,533

CARDOZO DATA PROCESSING - MODEL SCHOOL DIVISION

DESCRIPTION

The Cardozo Data Processing Program was in its third year of existence during the 1969-70 school year. This is a unique program in that it provided student participants with a vocational background in a field where they can readily find a job when they leave school. During the first phase of the program students were taught how to operate the card punch machine, the verifier, and the card sorter. In addition to functional skills, students were taught the overall data processing and computer cycle. They learned about how data processing evolved and grew, the various ways in which it was used, and were given an overall understanding of what the field of data processing entails, so as to be adequately prepared to work in this area.

After completion of the initial training course, students could go on to a continuation course which was taught at Armstrong Adult Education Center because the necessary equipment was not available at Cardozo. The students were also given instruction to help them pass the Civil Service Examination, the Clerk-Typist Examination, and the Office Equipment Operators Test.

All students who have in the past two years been trained as a part of this program have been employed in data processing or a related field.

OBJECTIVES

1. To provide students with a background which would enable them to perform occupational skills necessary for self-support;

2. To develop within students the interest and skills necessary for the data processing field; and

3. To enable students to successfully complete occupationally related skill tests which qualify them for employment.

STAFF

The staff for this program consisted of 1 coordinator and 1 teacher.

PARTICIPANTS

A total of 59 students at Cardozo High School took part in this program.

BUDGET

Budget allotment: $21,133.

Chapter 4

ANALYSIS OF THE TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

I. INTRODUCTION

During the 1969-70 school year a new form, designed to permit computer processing and optical scanning, was developed which combined the information previously obtained by means of the Student Evaluation Form and that obtained by means of the Instrument for Identifying Potential School Dropouts. This was called the "Title I Identification and Evaluation Form," and is divided into four parts:

A. Student Identification Section

In the section at the top of the form, the computer inserted for those students whose records were in the latest Title I school rosters, the name, date of birth, sex, student identification number, school, and grade. The student identification number was also inserted into the optical scanning section at the right of this section so that the processed data would have the correct ID number. For those students for whom there was no previous record, either because they were new to the school or for some other reason, this section had to be filled in by the teacher (except for the identification number, which was supplied by the evaluation staff).

B. Student Performance Section

This section contained eight questions about the student in relation to the classroom. The first six are identical in wording to questions on the SEF69; however, in putting the questions on the form for optical scanning it was necessary to change the options from three (Above average, Average, and Below average) to five (on a highest degree to lowest degree scale). For this reason the means and standard deviations for these questions are not directly comparable to the means and standard deviations obtained for the 1969 SEF. The other two items in this section (How many months has he been in the same classroom? and How many months have you been the teacher in his classroom?) are new, although the wording of Question 24 on the 1969 SEF was similar (Have you been the teacher in this student's classroom for at least 5 months during the school year? - Yes or No). This section had another new feature, which was a space provided for the rater to mark whether or not the information requested was Unknown.

C. Student Characteristics Section

This section contains ten pairs of adjectives, similar to those used in preceding years (eight are identical, one has a slight revision, and one is new). The responses in this section are on a five-point scale, as in preceding years. There was no provision made in this section for Unknown information.

D. Special Problem Area Section

The heading to this section states: "The following section is designed to identify the special problem areas related to the educational development of this student," and contains eight questions which had previously been asked on the "Instrument for Identifying Potential School Dropouts." Two of these questions were also on the SEF69. One new question was added, at the suggestion of the Title I Advisory Committee, concerning the withdrawn student. The answers to these questions provide a whole new dimension to the diagnosis of the problems encountered in the Title I school student which should assist both administrative personnel and advisory committees to arrive at realistic decisions concerning the problems of Title I students. Not only are the data now available as to how many children have what kinds of problems by also there is information as to the schools in which these children are located.

II. DISTRIBUTION OF RESPONSES

There were a total of 17,343 forms returned out of an estimated student population of Title I schools (including parochial schools) of 19,014 as of 16 October 1969, which is a return rate of 91%. Of these, 15,354 (88%) were usable after processing.

Distributions by grade and sex for each of the 27 items on the form will be found in Appendix A to this report. These may be compared in detail with similar listings of responses to the SEF of May 1969 by reference to Appendix B-1 of the 1968-69 final report. Information obtained from Ungraded Primary and Intermediate classes is not included in the distributions.

Highlights of these tabulations are given below:

Elementary and secondary school teachers see more positive attitudes, attributes, and achievements in girls than in boys. The only items on which boys and girls are approximately the same are items 7 and 8 (months in the same classroom and months with the same teacher, respectively). In other words, these teachers, most of whom are women, tend to see their girl students in a more positive and favorable light than boys.

Question 4 - *Does his speech pattern interfere with his ability to communicate with most adults*? - The girls and boys marked in the most favorable and unfavorable categories were approximately the same across grade levels. There were only 5-10% marked in the most unfavorable category, and 5-10% in the next most unfavorable category, with girls being slightly more favorable than boys in every grade. These students were not the same ones as those who were marked in item 24 as having speech and language problems, as the correlation between the two, at least at the 4th, 5th, and 6th grade levels, was very low (boys r = -0.21, girls r = -0.18). This means that classroom teachers did not see lack of ability to communicate with adults as an educational handicap.

Question 6 - *How supportive is his family of his school efforts*? - It might be expected that because the boys and the girls come from the same families that they should be marked the same on this item. However, 21% of the elementary school girls were marked in the *Very supportive* category while only 18% of the boys were. In the secondary schools the differences were much greater, ranging from 2% to 12% more supportive families for girls than for boys.

Question 7 - *How many months has he been in the same classroom*? - The 1st grade level was the one in which the most frequent change of classroom occurred. Only 78% of the boys and 81% of the girls remained in the same classroom for the 8 months or more. The overall average for elementary school students was approximately 83% for boys and 84% for girls in the same classroom for the whole school year. Almost 90% of boys and girls in the secondary schools remained in the same room for 8 months or more during the school year.

Question 8 - *How many months have you been the teacher in his classroom*? - In all elementary school classes, only 81% of the teachers reported having been in the same classroom for 8 months or more. There were 7.5% of the elementary school teachers who reported being in the student's classroom only 3 months or less.

Questions 9-18 - *Please indicate where this student stands on each scale*: *Uncooperative--Cooperative*; *Alert--Dull*; *Non-aggressive--Aggressive*; *Irresponsible--Responsible*; *Tidy, Neat--Unkempt, Untidy*; *Withdrawn--Outgoing*; *Follower--Leader*; *Positive attitude--Negative attitude*; *Friendly--Hostile*; *Defiant--Compliant* - These items are similar to those contained in previous Student Evaluation Forms and in the Pupil Personnel Teams Evaluation Forms. The one difference was Question 16 - Positive attitude--*Negative attitude*. Factor analysis of the SIEF at the 4-6 grade level showed that this item was related in the teachers' evaluations with Item 2 - Attitude toward school, Item 12 - Responsible--Irresponsible, and Item 9 - Cooperative--Uncooperative, and did not yield any new information. As with other items, teachers gave girls a more favorable rating than boys. They categorized 8-12% of the boys at the elementary level as having a negative attitude, and 4-7% of the girls. At the secondary level, 7th-grade teachers found 24% of the boys have negative attitudes but this percentage dropped off to 5% at the 12th-grade level. Secondary school girls, however, continued to have a relatively low percentage with negative attitudes, ranging from a high of 10% in the 7th grade to a low of 3% in the 12th grade.

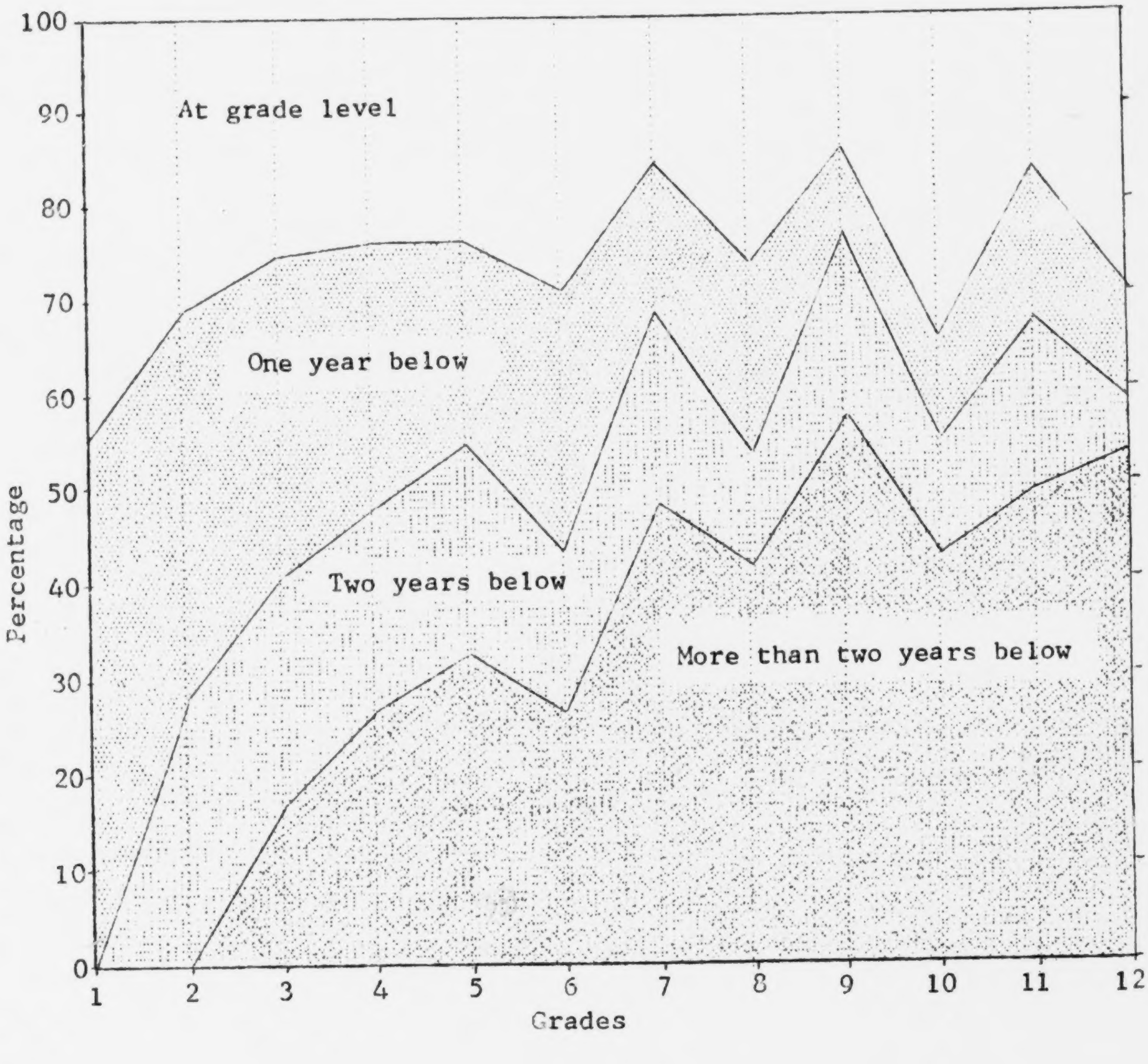
Question 19 - Indicate how many years this student is below grade level in reading. - Answers to this question indicated that approximately 50% of the boys in junior high school and senior high school were more than 2 years behind their grade level in reading. Junior high school teachers indicated that 31% of these girls were more than 2 years behind in reading, and 24% of the high school girls were categorized as 2 years or more behind. It should be pointed out that these are teacher evaluations of the reading level of these students and not necessarily the result of test score information. These percentages by grade and sex are shown graphically below.

It can be seen in the figure that in the elementary schools the number of both boys and girls who were at reading level for their grade decreased from grade to grade, until at the 6th grade there were only 29% of the boys and 38% of the girls in this category. The result of the policy of promoting students to junior high school when they are 13½ years old is evident in the fact that the percentage of students at grade level goes up from the 5th grade to the 6th. At the 5th grade there were reported only 24% of the boys and 33% of the girls at grade level.

The table which follows shows the percentages of boys and girls at grade level, the percentage one or more years behind, the percentage 2 or more years behind, and the percentage more than 3 years behind. It should be pointed out that this retardation in reading level as compared to grade is compounded by the fact that in general Title I students lag behind their grade level for their age. This will be discussed later in this chapter.

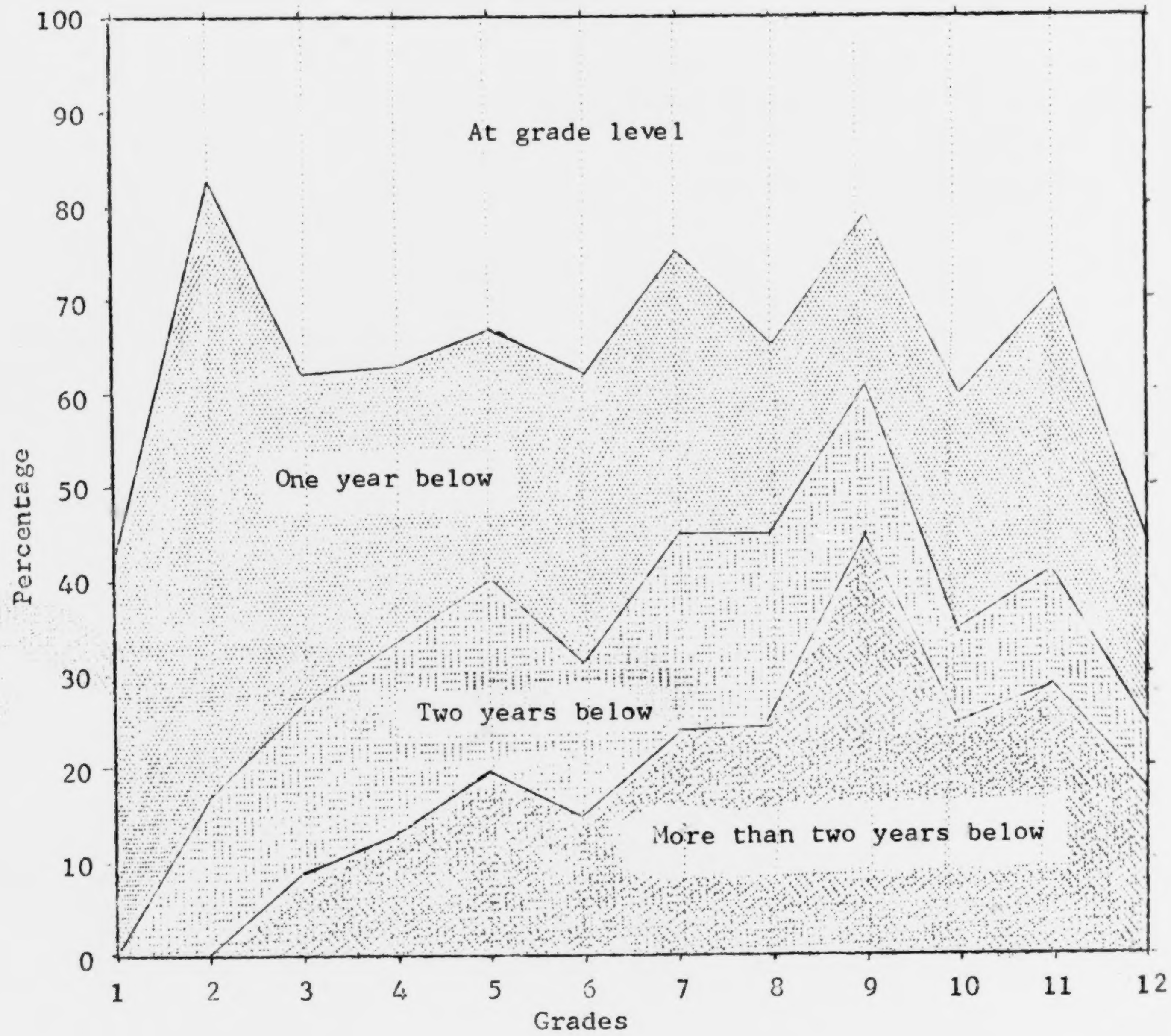
Question 20 - Indicate how many years he is below grade level in arithmetic. - The table below shows the responses to this question by classroom teachers as to the percentages of students at grade level, one or more years behind, 2 or more years behind, and more than 2 years behind. These percentages are also shown graphically below.

BOYS



Distribution, in percentage, of reading retardation by grades (SIEF Q.19. Indicate how many years this student is below grade level in reading. Options: 0, 1, 2, 2+) -- Boys

G I R L S



Distribution, in percentage, of reading retardation by grades (SIEF Q.19. Indicate how many years this student is below grade level in reading. Options: 0, 1, 2, 2+) -- Girls

READING RETARDATION

	BOYS				GIRLS			
Grade	At Grade Level	1 Year or More Behind	2 Years Behind	More than 2 Years Behind	At Grade Level	1 Year or More Behind	2 Years Behind	More than 2 Years Behind
1	45%	55%	--	--	57%	43%	--	--
2	31	69	28%	--	41	59	17%	--
3	25	75	41	17%	38	62	27	9%
4	24	76	48	27	37	63	34	13
5	24	76	55	33	33	67	40	20
6	29	71	44	27	38	62	31	15
7	15	85	69	49	25	75	45	24
8	26	74	54	42	35	65	45	25
9	14	86	77	58	21	79	61	45
10	34	66	55	43	40	60	35	25
11	16	84	68	50	29	71	41	29
12	39	61	59	54	56	44	25	18

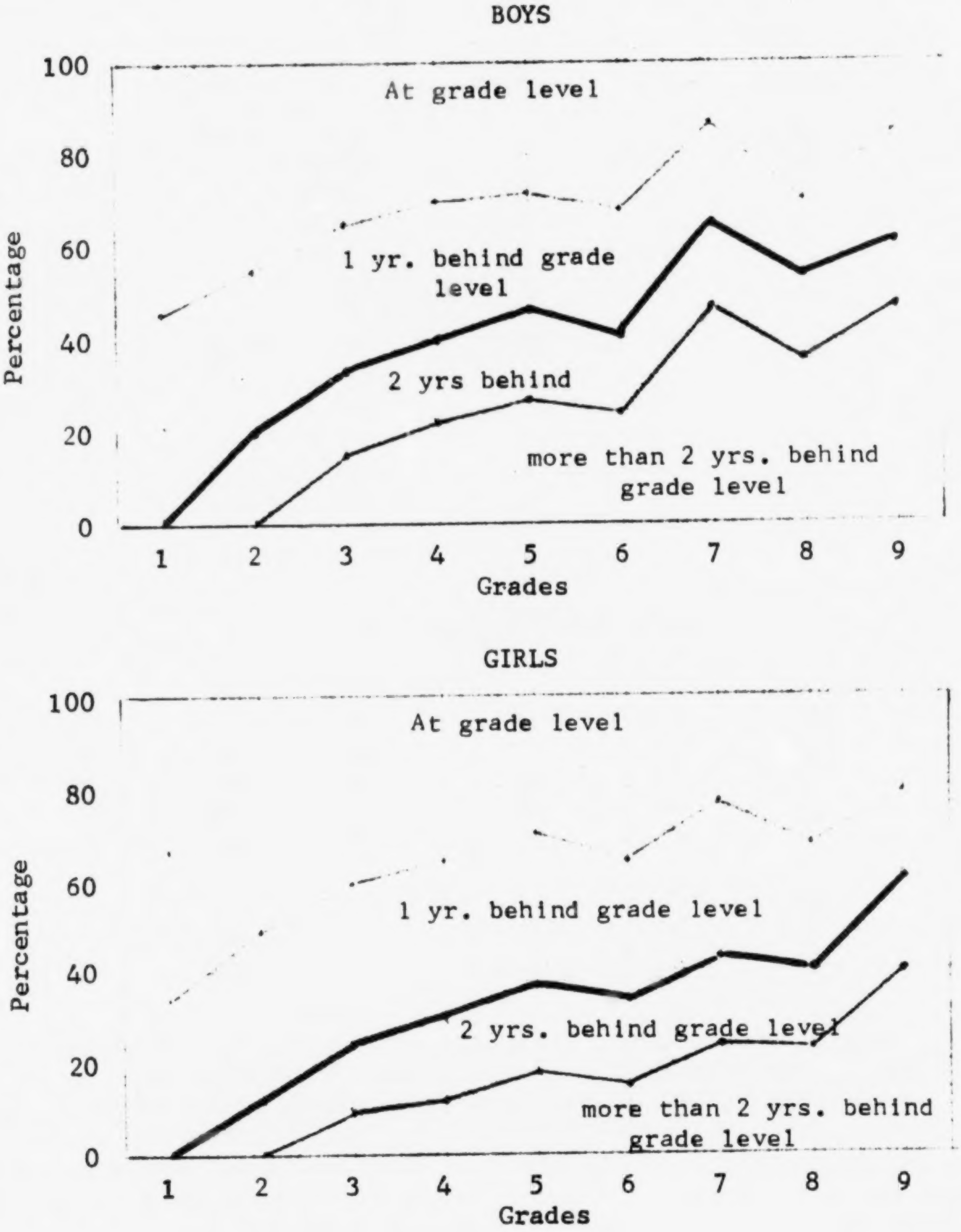
ARITHMETIC RETARDATION

1	54%	46%	--	--	64%	34%	--	--
2	45	55	20%	--	51	49	12%	--
3	35	65	33	15%	41	59	24	9%
4	30	70	40	22	36	64	30	12
5	28	72	46	27	30	70	37	18
6	32	68	41	24	36	64	34	15
7	13	87	65	47	23	77	43	24
8	30	70	54	36	32	68	40	23
9	15	85	61	47	21	79	60	40

Note: Figures for the 10th, 11th, and 12th grades have been omitted since responses to this question were available for only approximately 10% of the students at these grade levels.

In the junior high schools the data are based upon only about 50% of the students in these classes. However, there is evidence that a considerable number of students are in need of remedial instruction.

It is also more difficult to establish the exact grade level for secondary school students, using standardized tests. It would appear that the teachers consider that only 20% of junior high school boys and 25% of junior high school girls are at grade level in arithmetic. Almost half of the remainder in each case are more than 2 years behind.



Distribution, in percentage of arithmetic retardation by grades (SIEF Q.20. Indicate how many years this student is below grade level in arithmetic. Options: 0, 1, 2, 2+)

The table on Arithmetic Retardation and the figure which follows show that in the 4th, 5th, and 6th grades approximately 25% of the boys and 15% of the girls are more than 2 years behind their grade level. When to these percentages are added those who are 2 years behind, then 45% of the boys and 35% of the girls are 2 years or more behind their grade level.

Question 21 - How does he compare with other students in your school as to severe economic need? - Teachers placed about one-eighth of their students in the Most need and about one-sixth of them in the Least need categories, a relatively "normal" distribution. Correlational analysis of these data shows that these categories have very little relationship to whether or not the student is classified as an "identified" student. It would seem logical to use this item as a component of the "identified" student determination because in this item the teacher is marking this student as having economic need as a special problem related to his educational development, as compared to the other students in her class.

Question 22 - Does he have any severe physical or health problems? - Fewer girls than boys have severe physical or health problems at almost every grade level except the 7th and the 12th. The highest percentage with this type of problem was for the boys in the 3rd grade (10%), dropping from this point to about 5% in the high school grades. Girls, on the other hand, had a high point of about 7% at the 7th grade level, but in general the percentage of girls with this type of problem ran between 4% and 5%. A projection of the total number of students with physical or health problems in Title I schools would be approximately 1068, with approximately 3 boys to 2 girls in this category. The nature of these physical and health problems was not investigated at this time.

Question 23 - Does he have behavioral problems requiring referral to the Pupil Personnel Services Department? - The maximum percentage of both boys and girls with behavioral problems was at the 7th grade level (32% for boys and 19% for girls). The percentage of boys and girls with such problems increased from the early elementary grades to a high point in the 7th grade, then generally dropped off to a low at the 12th grade. The total number of students with behavioral problems is projected to be about 2622. There were about twice as many boys as girls with these problems through the 8th grade; in the 9th grade boys and girls were equal with 18%, and in the 12th grade 7% of the girls and 6% of the boys were reported to have behavioral problems.

Question 24 - Does he have any speech or language problems? - The distribution showed approximately 5-10% fewer girls than boys with speech or language problems at almost every grade. The high point for the boys was at the 7th grade (20%), with 19% in the 1st grade and 18% in the kindergarten and 2nd grades.

There was an unusual rise in the percentage of students with speech or language problems from the 11th to the 12th grade. It is not known why this occurred or what the specific speech or language problems were; this would require further investigation. It is estimated that there were approximately 2175 students at the various grade levels who had speech or language problems.

Question 25 - Does he have any educational handicap because of being withdrawn? - There were more boys than girls with educational handicaps because of being withdrawn, except at the kindergarten level, where 8% of the girls were reported in this category and 7% of the boys. The maximum percentage of students with handicaps because of this characteristic occurred at the 7th grade for both boys and girls (15% for the boys and 12% for the girls). In general the percentage was much lower in the secondary grades than in the elementary grades. It is estimated that there were 1462 students in the Title I schools who had this characteristic, which is approximately 8% of the total population.

Question 26 - Is he repeating this grade this year? - A plot of the Yes answers to this question distributed by grades is very unusual. The plot for the boys shows three peaks, one of 20% at the 1st grade, a second of 22% at the 7th grade, and a third of 25% at the 10th grade. All other grades are less than these, dropping to 3% at the 6th-grade level. The girls, on the other hand, had only one peak, occurring at the 1st grade, where 15% repeated that grade during the 1969-70 school year. The curve for the girls drops to a low of 1% at the 6th grade, rising again to 7% at the 8th grade and then gradually falling off to 2% at the 12th grade.

The data for this school year show similar patterns to those of previous years, although there were fewer students retained at almost every grade level during the 1969-70 school year than previously. A table showing this information for last year can be found on page 6-18 of the evaluation report for the 1968-69 school year.

Question 27 - How many days has he been absent for any reason this school year? - Teachers filled in the number of days that the student had been absent for any reason during the school year. As with previous evaluations, the number of absences went up in the secondary schools, and was greater for boys than for girls at every grade level. The numbers shown in the distribution in the Appendix were used as norms for comparing students in programs with students in general in Title I schools.

III. AGE-GRADE DISTRIBUTION

The year of birth of both boys and girls was distributed by grade (as in the 1968-69 final report, page 6-15). The results of this distribution are shown in the two tables and two figures which follow. The numbers shown in the tables are percentages of each grade group, except for the line marked "N", which is the actual frequencies upon which these percentages are based. The numbers directly above the stair-step in each part of the table are the percentages of students who were at the "normal" age for their grade. Each successive number in each column below the stair-step shows the percentages of students one year older in that grade. These same data are repeated at the bottom of the tables but with the number of years older or younger than "normal" arranged on the same line. Not included in the tables are the data for boys and girls in the Ungraded Primary and Ungraded Intermediate classes.

It is understood that the admission policy of the D.C. schools is to admit children to the 1st grade in the calendar year in which they become six years of age. Therefore, all those children whose birth dates were in 1963 would be admitted to the 1st grade in September 1970.

It will be seen that 77% of the boys in the 1st grade were at grade for age and 22% are older than "normal." Some of these older students may be repeating the 1st grade. It will be seen that the percentage of boys at grade for age decreases to 21% in the 6th grade and remains relatively the same through the secondary grades. This can also be interpreted as showing that 79% of the boys beyond the 5th-grade level are one year or more behind. The table also shows that in the secondary schools approximately 40% of the boys are two years, and 4-8% are three years or more, older than they would normally be for that grade.

For girls, the amount of dropping back is not so pronounced although it is substantial. In the 1st grade 82% of the girls are at the proper grade for age and 18% of them are one year older. The percentage drops off to the 5th grade as with the boys, with only 38% of them having maintained the year-for-year pace. The other 62% have dropped back a year or more. As with the boys, this percentage was relatively constant throughout the secondary schools, rising somewhat in the 11th and 12th grades. The table also shows that there were approximate;y 20% of the girls who were two years or more behind in the 6th grade and higher.

When these percentages are compared with corresponding information from the 1968-69 report it will be seen that they are somewhat lower, particularly at the 1st-grade level. However, this grade retention combined with the percentages who were lagging behind in both reading and arithmetic (Questions 19 and 20) give a very poor picture of their academic achievement.

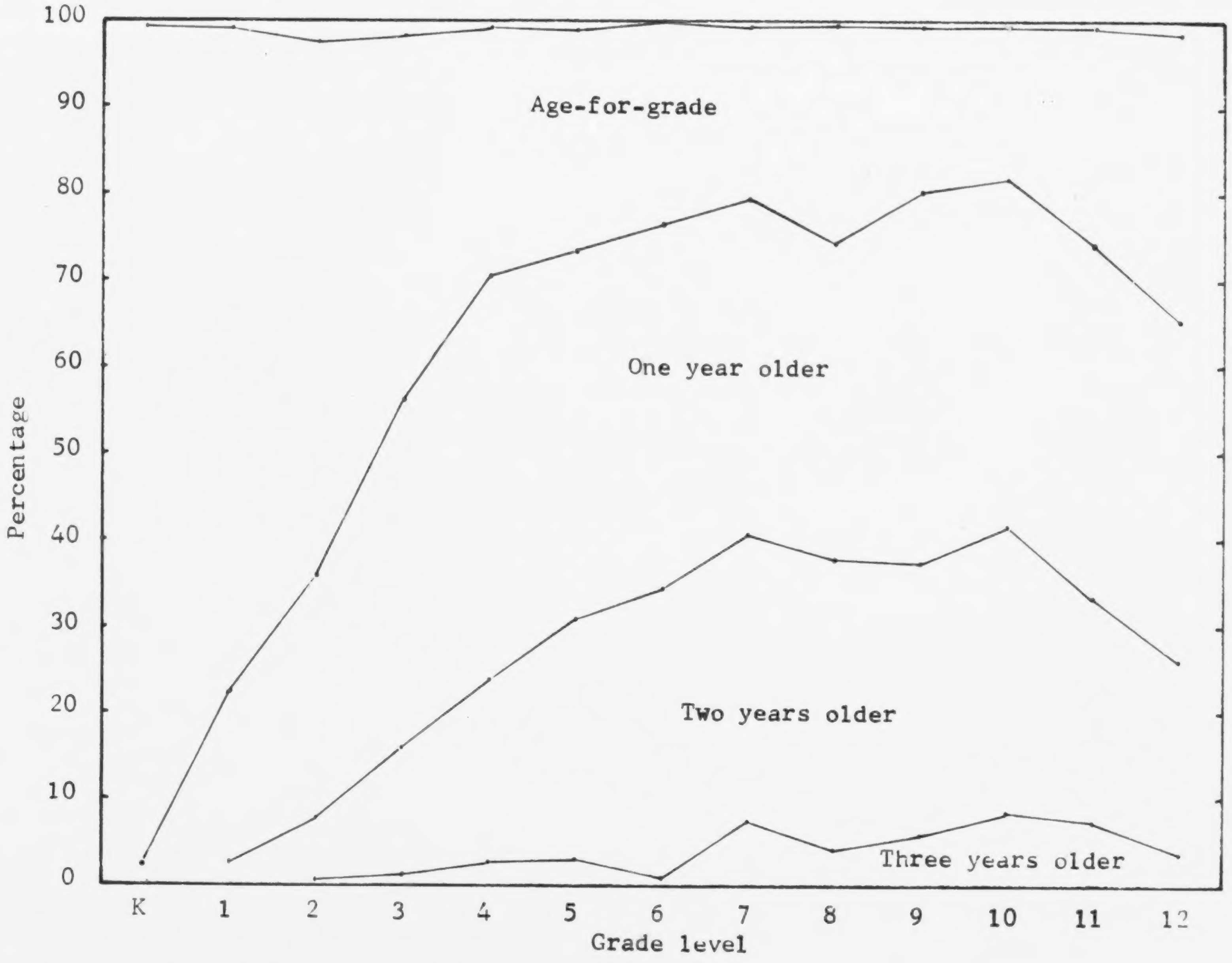
DISTRIBUTION OF BOYS IN TITLE I SCHOOLS BY YEAR OF BIRTH AND GRADE, 1969-70

(From Master Analysis File 1970)

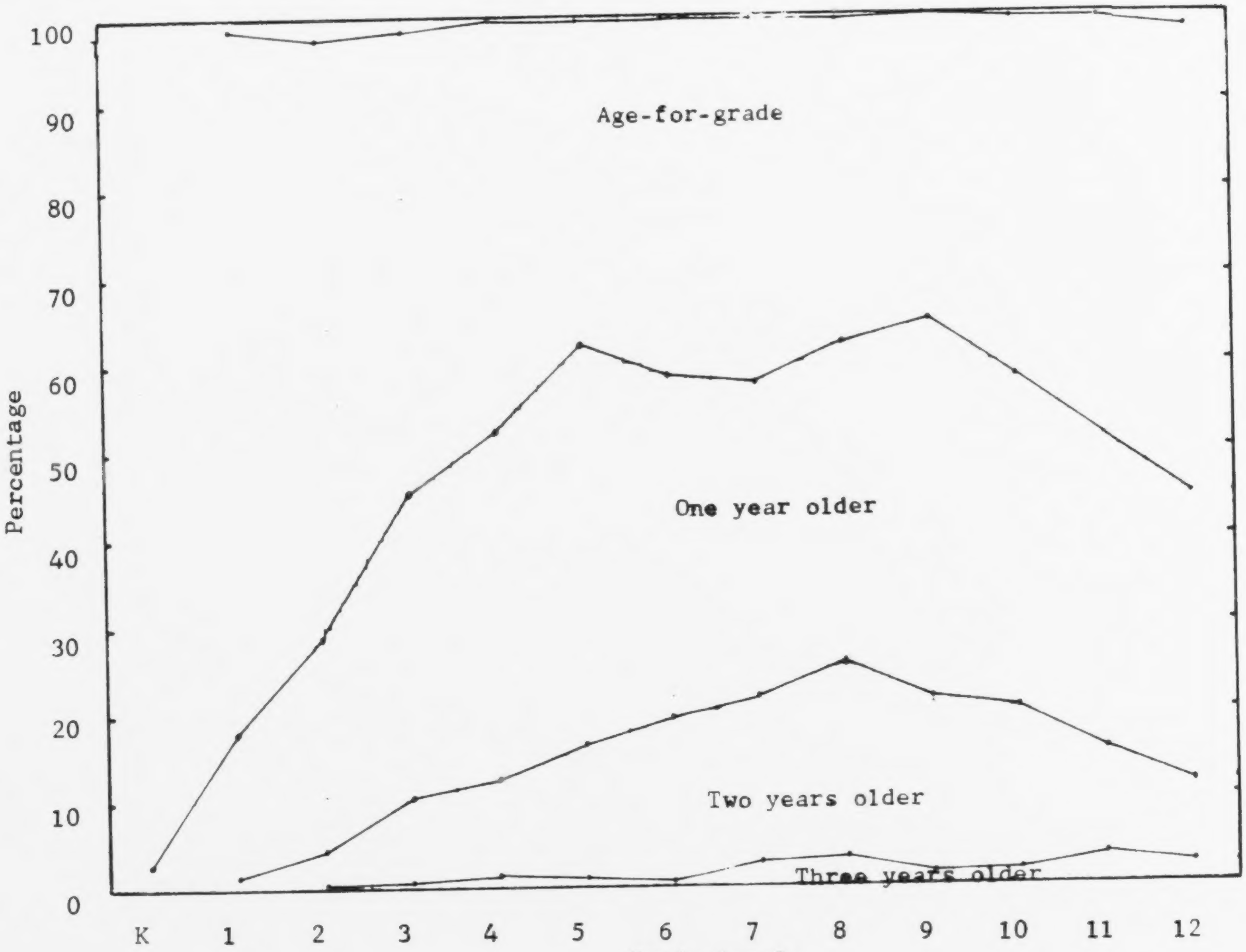
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
N	548	740	815	832	753	675	694	581	526	388	337	273	211
1965	1												
1964	97	1											
1963	2	77	2										
1962		19	62	2									
1961		2	28	42	1								
1960		1	7	40	29	1							
1959			1	15	46	26	1						
1958				1	21	42	22						
1957					2	28	43	21	1				
1956					1	3	33	38	25				
1955							1	34	36	20	1		
1954								6	34	42	18	1	
1953								1	4	32	40	25	2
1952										5	33	41	33
1951										1	7	26	39
1950											1	7	23
1949													2
1948													1
1 yr. younger	1	1	2	2	1	1	1		1		1	1	2
At grade/age	97	77	62	42	29	26	22	21	25	20	18	25	33
1 year older	2	19	28	40	46	42	43	38	36	42	40	41	39
2 years older		2	7	15	21	28	33	34	34	32	33	26	23
3 years older		1	1	1	2	3	1	6	4	5	7	7	2
4 years older					1			1		1	1		1

DISTRIBUTION OF GIRLS IN TITLE I SCHOOLS
BY YEAR OF BIRTH AND GRADE, 1969-70
(From Master Analysis File 1970)

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
N	560	752	716	831	735	719	643	601	547	425	387	311	286
1965	1												
1964	96	1											
1963	3	81	3										
1962		16	68	2									
1961		2	25	53	1								
1960			4	35	47	1							
1959				10	39	37							
1958					11	46	41	1					
1957					2	15	39	42	1				
1956						1	19	35	37	1			
1955							1	19	37	35	1		
1954								3	22	43	41	1	
1953									3	20	37	48	2
1952										1	19	36	54
1951											2	12	32
1950												3	10
1949													2
1948													
1 yr. younger	1	1	3	2	1	1		1	1	1	1	1	2
At grade/age	96	81	68	53	47	37	41	42	37	35	41	48	54
1 year older	3	16	25	35	39	46	39	35	37	43	37	36	32
2 years older		2	4	10	11	15	19	19	22	20	19	12	10
3 years older					2	1	1	3	3	1	2	3	2



Relationship between grade level and age-grade placement for boys in Title I schools - 1969-70 school year



Relationship between grade level and age-grade placement for girls in Title I schools - 1969-70 school year

Chapter 5

ANALYSIS OF RESULTS OF STANDARDIZED TESTING

I. INTRODUCTION

The reports of previous years have given a detailed analysis of the performance of Title I schools as measured by standardized test batteries, primarily the Metropolitan Achievement Test - Reading, in the 2nd grade, and the Sequential Tests of Educational Progress (STEP) - Reading, in the 4th and 6th grades ("Evaluation of ESEA Title I Programs for the District of Columbia, 1968-69," Chapter 7). These analyses were primarily based upon the school as the statistical unit, using the school medians by grades. Comparisons were made with previous Title I schools as well as with other schools which were not in Title I.

These comparisons showed that the present Title I schools were performing well below D.C. schools in general, even below those schools which had been in Title I and dropped after the 1967-68 school year.

II. TESTING IN 1969-70

In the 1969-70 school year, a change of policy permitted the principal of each school to request whatever testing he deemed necessary for his own school. However, in order to evaluate the effects of Title I upon the target population, the STEP tests in reading were given to the 4th and 6th grades in Title I schools, and also to the 5th grades in Title I schools not in the Model School Division.

The results of this testing are shown in the table on the next page. There were 16 schools which had had a 4th grade for the last four years, and 14 schools with a 6th grade. The table shows the average for these schools.

A comparison is made with the results of the city-wide testing as reported by the Assistant Superintendent, Department of Pupil Personnel Services, in his reports dated July 1969 and September 1969, as shown in the second table on the next page.

The data from the two tables have been combined graphically in the accompanying figure. These data indicate that the school median test scores for Title I schools have gone down slightly in the 4th grade and about 5 percentile points in the 6th grade.

STEP READING TEST - TITLE I SCHOOLS

	4th Grade		6th Grade	
	Converted Score	Estimated Percentile	Converted Score	Estimated Percentile
1966-67	236.9	29th	250.7	33rd
1967-68	236.4	28th	250.8	33rd
1968-69	234.5	24th	249.4	31st
1969-70	233.8	24th	247.5	26th

STEP READING TEST - CITY-WIDE

	4th Grade		6th Grade	
	Converted Score	Estimated Percentile Bands	Converted Score	Estimated Percentile Bands
1966-67	240	43-50	254	39-54
1967-68	238	34-48	252	35-51
1968-69	238	34-48	251	30-46
National norms	243	46-56	257	40-62

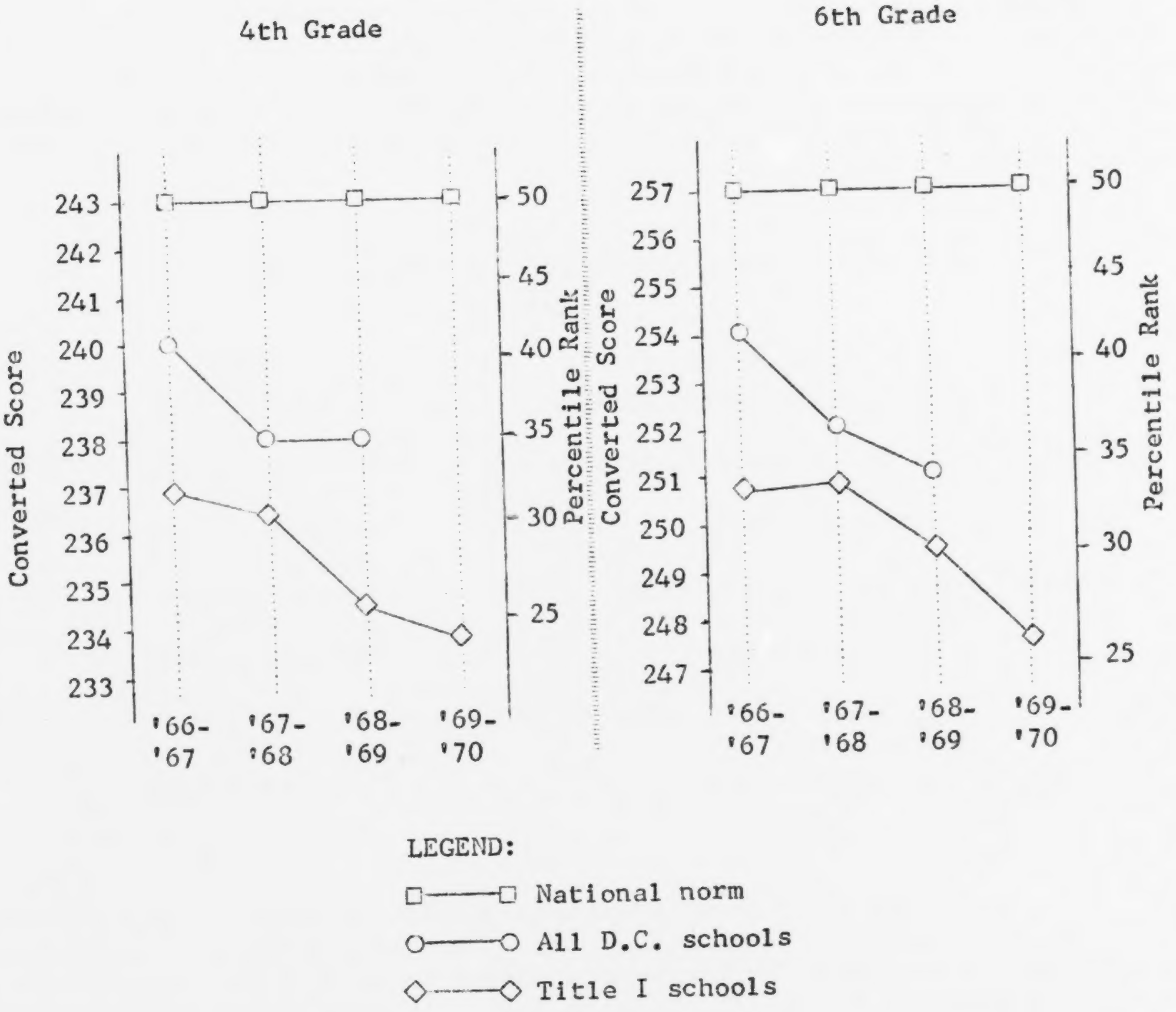


Figure 5-1. Comparison of Title I schools and all District of Columbia public schools on the 4th and 6th grade STEP Reading Test scores for the last four school years.

III. COMPARISON OF THE STEP AND THE GATES-MACGINITIE TESTS IN READING

Some of the students who had been in the Project READ program had taken the STEP reading test during the regular city-wide testing in March 1969, and had also taken the STEP reading test in the special administration of this test in the Title I area in May 1970. There were 251 5th-grade Project READ students who had been in the 4th grade in the 1968-69 school year for whom scores were found on the STEP test administered in May 1970. The difference between these two testing dates was approximately 14 months, and therefore the change between the two test results would be an over-estimate of the amount of change in one year. The results of these two tests are shown in the following table:

GATES-MACGINITIE AND STEP READING TESTS - 5TH GRADE
(N=251)

	Gates-MacGinitie Reading Comprehension		STEP Reading Test	
Pre-Test	Avg. Grade Equiv. Score	3.342	Converted Score	239.54
	Corresponding Percentile Rank	18th	Corresponding Percentile Rank	44th
Post-Test	Avg. Grade Equiv. Score	3.997	Converted Score	244.17
	Corresponding Percentile Rank	18th	Corresponding Percentile Rank	35th
Change	Avg. Grade Equiv. Score	+0.655	Converted Score	4.63
	Corresponding Percentile Rank	0	Corresponding Percentile Rank	- 9th

This comparison shows that while this particular sample of 251 Project READ 5th-grade students neither lost nor gained in percentile rank as measured by the Gates-MacGinitie Reading Comprehension Test, they did lose 9 percentile points as measured by the STEP Reading Test. It should also be noted that as far as the Gates-MacGinitie Test is concerned, this sample had the same grade equivalent scores as the entire 5th-grade sample as shown in Table 1 of Chapter 7, page 7-5.

It should be noted that the longer period of time between March 1969 and May 1970 for the STEP test increases the period of growth. The percentile points lost therefore indicates less of a drop than if it had been corrected for this longer interval. As the STEP test does not have any equivalent grade scale it was not possible to use this as a comparison.

Another fact revealed by this comparison is that while the Gates-MacGinitie Test places this 5th-grade Title I population around the 18th percentile on its particular national norms, the STEP test shows them to be at about the 40th percentile.

Chapter 6

ANALYSIS OF PUPIL PERSONNEL SERVICES TEAMS EVALUATION FORM

A description of the Pupil Personnel Services Teams Program will be found in Chapter 3 - Program Descriptions. The present chapter is principally concerned with the analysis of the operations of the Teams, particularly the non-clinical teams, and a description of the student population with which they dealt. The analysis is based upon the distribution of items from the Pupil Personnel Services Teams Evaluation Form (PPF) filled out by Team members about the students in their caseload, and a factor analysis of these data. The form, a copy of which will be found in the Appendix, was identical to the one used during the preceding year.

A description of the initial development of the Pupil Personnel Services Team Evaluation Form and an analysis of its contents last year can be found in Chapter 9, Part A, of the final report for 1968-69* and for the 1967-68 school year in Chapter 8, Part A, of the final report for that year.*

A description of the way in which the caseload of identified students was obtained can be found in Chapter 3 - The Target Area, of the 1968-69 final report.* To summarize, prior to January 1970, students were designated ("identified") by the school principals, assisted by the teachers, using the form "Instrument for Identifying Potential School Dropouts" (sometimes called the Green and Yellow Forms), on which the factors involved in the identification were marked. Lists of names and copies of the forms for the identified students were turned over to the Pupil Personnel Teams and were used by them as a basis for their intervention in assisting them with their educational problems or other causal factors which affected their educational problems. Although the primart source of identified students was the Yellow and Green Forms filled out at the beginning of the school year, other students were discovered during the year who had problems and needed assistance from the Teams, and were added to the caseload, usually at the request of the principal.

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* "Evaluation of ESEA Title I Programs for the District of Columbia, 1968-69" - December 1969

"Evaluation of ESEA Title I Programs for the District of Columbia, 1967-68" - May 1969

Initially approximately half of the students in the target population were designated as potential dropouts. The percentage of identified students by schools has varied considerably during the four years of Title I. The number and percentages of identified students in Title I schools are shown in the tables which follow.

Previous analyses have shown that the basis on which the different schools identify their students as potential dropouts differs considerably, particularly between elementary and secondary schools. However, the caseload of the Pupil Personnel Services Teams is made up from this list of identified students. The PPF-70 forms filled out by the Team members are the basis for the analysis herein.

DISTRIBUTION OF RESPONSES

There were 6657 PPF-70 forms available for analysis, on students from kindergarten through 12th grade. There were about six girls to seven boys (46.2% and 53.8%, respectively). About 50% of all the students in Title I elementary schools were in the caseload, 35% of the junior high schools, and 22% of the senior high schools.

Distributions of the responses to the questions on the PPF-70 are shown in the Appendix. It was found by comparison with the responses to the same questions in the previous school year that there are only minor differences between the distributions for the two years, particularly on the first 23 items. From Items 24 and 25 it appears that the Teams averaged one more contact per student during 1969-70 than in the previous year, and that the number of contacts with parents increased also.

A comparison of the responses between 1969 and 1970 on Item 26 as to the percentage of students with educational problems reveals that the number of problems has increased, and that the rank order of these problems has remained relatively constant. The table below shows these average responses in the rank order of the number of students in the caseload with each problem:

Problem	1970 %	1970 Rank	1969 %	1969 Rank	Change
Crucial economic need	61.9	1	53.5	1	+8.4%
Reading retardation	40.8	2	37.6	2	+3.2%
Emotional/behavioral problems	25.0	3	28.1	3	-3.1%
Arithmetic retardation	23.7	4	21.6	6	+2.1%
Absenteeism	21.4	5	26.6	4	-5.2%
Failure in class subjects	16.6	6	22.0	5	-5.4%
Health problems	12.6	7	13.4	8	-0.8%
Speech/hearing problems	10.8	8	14.7	7	-3.9%
School transfers	1.7	9	2.2	9	-0.5%

TITLE I TARGET SCHOOLS -- 1969-70

ENROLLMENT AND NUMBER OF IDENTIFIED STUDENTS

Public Elementary School	Enrollment	Identified
Bundy	190	158
Cleveland	322	202
Cook, J.F.	562	151
Edmonds	210	131
Garrison	900	643
Goding	863	529
Grimke	373	258
Harrison	487	405
Hayes	198	154
Langston-Slater	427	285
Lewis	546	438
Logan	839	466
Ludlow	234	189
Madison	280	162
Montgomery	622	283
Morse	224	59
Mott	682	308
Perry	177	168
Seaton	598	327
Simmons	605	443
Taylor	223	196
Walker Jones	720	695
Wilson, J.O.	1013	588
Total Public Elementary	11,295	7,238

Public Junior High	Enrollment	Identified
Garnet-Patterson	635	350
Shaw	1252	568
Stuart	794	667
Terrell	998	593
Total Public Junior High	3379	2178

Public Senior High		
Cardozo	1641	331
Dunbar	1215	927
Total Public Senior High	2856	1258

Parochial		
Holy Name	438	195
Holy Redeemer	289	94
Immaculate Conception	76	51
St. Martin's	351	181
St. Paul & St. Augustine	330	170
Total Parochial	1484	691

TOTALS

Total Public Elementary Schools	11,295	7,238
Total Public Junior High Schools	3,379	2,178
Total Public Senior High Schools	2,856	1,258
Total Public Elementary and Secondary Schools	17,530	10,674
Total Parochial Schools	1,484	691
Grand Total	19,014	11,365

PERCENTAGE OF IDENTIFIED STUDENTS
BY SCHOOL

Elementary Schools

Walker Jones	96.5%
Perry	94.9
Taylor	87.8
Bundy	83.2
Harrison	83.2
Ludlow	80.8
Lewis	80.2
Hayes	77.8
Simmons	73.2
Garrison	71.4
Grimke	69.2
Langston-Slater	66.7
Cleveland	62.7
Edmonds	62.4
Goding	61.3
Wilson, J.O.	58.0
Madison	57.9
Logan	55.5
Seaton	54.7
Montgomery	45.5
Mott	45.2
Cook, J.F.	26.9
Morse	26.3
OVERALL - ELEMENTARY	64.1%

Junior High Schools

Stuart	84.0%
Terrell	59.4
Garnet-Patterson	55.1
Shaw	45.4
OVERALL - JUNIOR HIGH	64.5%

Senior High Schools

Dunbar	76.3%
Cardozo	20.2
OVERALL - SENIOR HIGH	44.0%

Parochial Schools

Immaculate Conception	67.1%
St. Martin's	51.6
St. Paul & St. Augustine	51.5
Holy Name	44.5
Holy Redeemer	32.5
OVERALL - PAROCHIAL	46.6%

OVERALL - TITLE I	59.8%

The table shows that the three top problems have remained the same although the percentages in each category have changed. The fact that the percentages for reading and arithmetic retardation have increased probably reflect the emphasis on these problems during the last school year.

Question 27 asks, Have you referred this student to any of the following?" and then enumerates eight different kinds of intervention which may have been taken, as well as an Other category. It is interesting to compare the rank order of these categories with those for last year:

Treatment or Referral	1970 %	1970 Rank	1969 %	1969 Rank	Change
Clothing	41.4	1	33.4	1	+8.8
Reading Clinic	22.5	2	22.5	3	0.0
Tutoring assistance	20.4	3	27.7	2	-7.3
Medical or dental clinic	14.7	4	16.7	4	-2.0
Pupil Personnel Clinical Services	10.0	5	9.6	6	+0.4
Speech and Hearing Clinic	9.5	6	13.3	5	-3.8
Community agency	5.5	7	7.8	7	-2.3
Heading aids and/or glasses	4.5	8	5.0	8	-0.5

Again the rank order of these services remain relatively constant, with only minor changes. However, the number of services has dropped, except for clothing referrals and Clinical Services, with the percentage referred to the Reading Clinic remaining the same.

Question 28 asked the Team members to say whether or not they felt that their efforts with this student had been effective. The percentage reported as Very effective increased from 26.4% in 1969 to 28.9% this year, and the percentage reported as being Not effective dropped from 3.3% to 2.9%. This represents 171 students in 1970 with whom the Teams judged they were ineffective. On the other hand, they felt they were effective with 1692 students.

Question 29 places each case in Category I (most critical), Category II, or Category III (least critical). Over half of the cases where categorized in the middle, a little more than last year. The Teams classed 27.8% of the students as Most critical, compared to 36.7% last year. This categorization probably has little bearing upon the amount of effort that the Teams expend for each case but rather emphasizes the fact that there are varying amounts of criticalness among the Title I identified students.

FACTOR ANALYSIS OF PPF-70

A sample of 2000 cases was selected at random from the 6657 total available for analysis, and a factor analysis obtained using the standard computer routines at the George Washington University Computer Center. The correlation matrix, the six factors extracted, and the means and standard deviations and descriptions of each variable are given in the Appendix. The Appendix also shows the various technical details concerning the factor analysis.

A factor analysis is a statistical method of reducing the number of variables to their common dimensions. The six factors extracted were in effect six different and independent methods of measuring these students in the Pupil Personnel Teams caseload. These six dimensions (factors) were:

Home Environment
Behavioral Problems
Speech Problems
Severe Economic Need
Aggressive Leadership
Classroom Performance

One significant aspect of this analysis is that *Home Environment* was different from *Severe Economic Need*. In other words, a good home environment can occur in cases of severe economic need. *Behavioral Problems* were also different from *Home Environment*, and so on. The Pupil Personnel Teams found that *Aggressive Leadership* occurred in cases with high and low values in other dimensions. These dimensions are described by various questionnaire items, and are summarized below:

Home Environment (Factor I). This dimension is made up primarily of the responses to the four questions about the home, and high educational aspirations, all adding together, plus the number of personal books the student had, as well as his characterization as neat and tidy. It is also interesting to observe that the Teams felt that they were least effective with the students who scored on the negative side of this dimension.

Behavioral Problems (Factor II). Grouped in this dimension are the student characteristics *Uncooperative*, *Defiant*, *Irresponsible*, and *Hostile*. Also as part of this dimension are those who *Get in trouble with neighbors*, *other children*, and the *police*, and who have a below average *Attitude toward school*. Boys seemed to be associated with the negative aspects of this dimension. The treatment (from Question 27) most frequently associated with this group of characteristics was that of *Clinical Services*, which was also associated with the Classroom Performance dimension described later in this chapter.

Speech Problems (Factor III). This dimension is characterized by the presence or lack of a speech or language handicap and whether or not the students were referred to the Speech and Hearing Clinic. It is interesting to note that also related to these two variables were Questions 2 and 3, How well do you understand him when he speaks? and Does his speech pattern interfere with his ability to communicate with adults? This is in contrast to the evaluation of the classroom teachers (on the SIEF) who found little relationship between speech and language handicaps and ability to communicate.

Severe Economic Need (Factor IV). This factor defines the economic need of the student. Receiving clothing, referrals to medical or dental clinics, or community agencies, help to measure this dimension. This was also related to whether or not a great many parent or student contacts were required.

Aggressive Leadership (Factor V). The characteristics which merged together to form this dimension were being Outgoing, Aggressive, a Leader, and Alert on the adjective scales, versus their opposites. These characteristics were not related to either problems or treatments; that is, students who were Leaders had just about as many problems as Followers. This group of characteristics have occurred together again and again in the study of Title I students.

Classroom Performance (Factor VI). At one end of this dimension were the students who were older, had reading and arithmetic retardation, had failed class subjects, and had a high incidence of absenteeism. They were also deemed by the Teams to be their most critical cases. At the other end, of course, were the younger, non-retarded students, with better attendance records. The students at the unfavorable end of this dimension required the greatest number of contacts on the part of the Teams.

Implications from Factor Analysis

Severe economic need is not related directly to educational retardation except as it involves health or medical problems and lack of clothing. Speech and language problems are also not directly related to educational retardation. What the indirect effects may be, and whether or not the various Title I programs alleviate these problems and contribute to school retention, cannot be determined from these data.

CONCLUSIONS FROM ANALYSIS OF PPF-70 FORMS

The percentage of identified students has increased from year to year, and now exceeds the number which can be served effectively by the Teams at their present strength.* If it is the intention of the Title I program to have the Teams cover all students identified as potential dropouts, there should be a balance between the caseload capacity of the Teams and the number of students identified. This would mean that those students most in need of assistance should be determined on a Title I area-wide basis rather than determined by each individual school.

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*8,000 - 10,000 cases

Chapter 7

PROJECT READ

I. BACKGROUND

1969-70 was the second year for Project READ in the Title I schools of the District of Columbia. During the previous school year all students in the 16 Title I elementary schools not in the Model School Division were included in this program. A report of the evaluation of the first year of operation will be found in the final report covering the evaluation of all Title I programs for that year: "Evaluation of ESEA Title I Programs for the District of Columbia, 1968-69."[1]

A special program in reading was urgently needed in the District of Columbia Title I schools because the average reading level of these students, as revealed by standardized test scores, showed considerable deficiency, with median scores declining from year to year. In 1967-68 the Title I schools which had 6th grades stood at about the 37th percentile level, nationwide, as revealed by STEP scores. The Title I 4th-grade students stood at about the 32nd percentile on the STEP Test. The standardized test scores for 2nd-grade students, based upon different test norms, showed these Title I students to be about 7 months behind the national norms and 5 months behind for the city as a whole.

II. DESCRIPTION OF PROJECT READ

Project READ uses textbooks, readers, and other materials prepared by Dr. M. W. Sullivan of the Behavioral Research Laboratories, Palo Alto, California. There are placement tests to determine where the student should start in the series of booklets (4 readiness booklets and 20 instruction booklets). The booklets are programed, self-instructional texts which the student uses individually and in which he progresses at his own speed. There are also supplementary readers for use with the programed texts. There is a test at the end of each booklet to be used by the teacher to determine if the student is ready to proceed to the next booklet of the series. Certain supplementary materials are provided both at the readiness level and in certain aspects of language arts.

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[1] Neyman, Jr., C. A. *Evaluation of ESEA Title I Programs for the District of Columbia, 1968-69*, final report to D.C. Govt. contract NS-6936. Washington, D.C.: The George Washington University, December 1969, chapter 9, part B, pages 9-23 - 9-42.

There was a delay in the signing of the contract with the supplier at the beginning of the school year so that materials were not available until approximately 2 months after the school year began. For this reason the use of the Project READ materials was made optional to school principals rather than required, as had been the case during the previous school year.

III. THE STUDENTS IN PROJECT READ

The previous evaluation showed that the Project READ materials were ineffective with the remedial reading classes which used them at the junior high school level during the first year of the program. For this reason the materials were used this past year in the elementary schools only.

The schools participating during 1969-70 are listed showing the number of students participating by grade (next page). These are total participation figures without regard to whether or not the students were included in the pre-test/post-test analysis of the results.

IV. PROCEDURE FOR ANALYSIS

It was desired to calculate the change in grade equivalent scores on the Gates-MacGinitie Test for the students with available pre-test and post-test scores, first by grade level and then by grade level by school.

The pre-test scores were obtained at two different times: for one group the post-test from the previous school year (May) was used as the pre-test, and for the other group the pre-test was given at the beginning of the current school year (October). Data for the 1st grade were not included because pre-test scores were not available for this group.

In addition to evaluating the program using change in test scores, a short questionnaire was prepared and sent to all Title I elementary schools in May 1970, to be filled out by Project READ teachers, in order to gauge their attitude toward the program and to obtain suggestions for its improvement.

V. ANALYSIS OF PROJECT READ

It was found that students who had been in classes where Project READ was conducted gained more than was expected in Reading Comprehension in the 5th and 6th grades, based upon the norms of the Gates-MacGinitie Reading Test. They gained the same or less than expected in Vocabulary in all grades, and in Reading Comprehension in the 2nd, 3rd, and 4th grades.

TITLE I SCHOOLS PARTICIPATING IN PROJECT READ, 1969-70

By Grade

Elementary Schools	1	2	3	4	5	6	Total
Cook, J. F.	95	94	123	98	30	5	445
Edmonds	48	33	33	31	59		204
Goding			26		60	25	111
Langston-Slater	52	86	99				237
Lewis	89	98	91	31	55	151	515
Logan	148	141	137	111	114	101	752
Ludlow (Blair-Ludlow-Taylor)	96			54	30	25	205
Madison	43	38	45	39	29	36	230
Mott	83	91	129	45			348
Perry					50	18	68
Seaton	100	89	88	99	75	56	507
Simmons	85	76	64	31	52	65	373
Walker-Jones	102	121	166	139	101	128	757
Wilson, J. O.	138	53	143	150	140	57	681
Total	1,079	920	1,144	828	795	667	5,433

Table 1 shows the pre- and post-test grade equivalent scores and the differences between them. Changes of less than plus or minus two-tenths of a year (0.2) are probably not statistically significant. This table contains data for only those students for which a pre- and post-test score were available. These data are shown graphically in Figure 1.

The change in grade equivalent scores for the 50th percentile of the normative population for each grade group for equivalent periods of time is given for comparative purposes. An inspection of the difference between the change and the norm shows that only two groups exceed the norm figure and two are the same. Four other differences, shown as -0.1, are probably not statistically different from 0.0. The differences are summarized at the bottom of the table.

Table 2 shows the same data for a special sample taken of just those students who scored on the pre-test at the 16th percentile or lower in Reading Comprehension. This study was made in order to determine whether or not the low-scoring students would profit more than the others from the instruction received in the Project READ program. It will be seen that these average scores are slightly lower than for the entire group as shown in Table 1, and that the differences are slightly more negative. Again, differences of one tenth of a year or less are probably not statistically significant. From the summary of the differences shown at the bottom of Table 2, it is noted that two groups out of the 20 exceed the gain of the 50th percentile population, five of them were the same or within one tenth and the other thirteen were less.

It should be pointed out that all of the groups tested with the Gates-MacGinitie Test scored considerably lower than grade level. The average 6th grader was two years behind the norms in both Vocabulary and Comprehension. If he were to catch up with his grade level in the six years remaining in school, then he should gain eight years of reading in six years, or at least 1.3 years per year. The 3rd graders are a year and a half behind at the end of their 3rd year, so must gain back this amount in the next nine years, which means about 1.2 years of reading per school year.

Neither of these objectives were met. As a matter of fact, if these students continue at their present rate, they will not even keep up with the national norms, which calls for an average of 1.0 year gain per year.

Table 1

COMPARISON OF PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES ON THE GATES-MACGINITIE READING TEST (VOCABULARY AND COMPREHENSION SUBTESTS) FOR STUDENTS IN PROJECT READ, 1969-70 SCHOOL YEAR

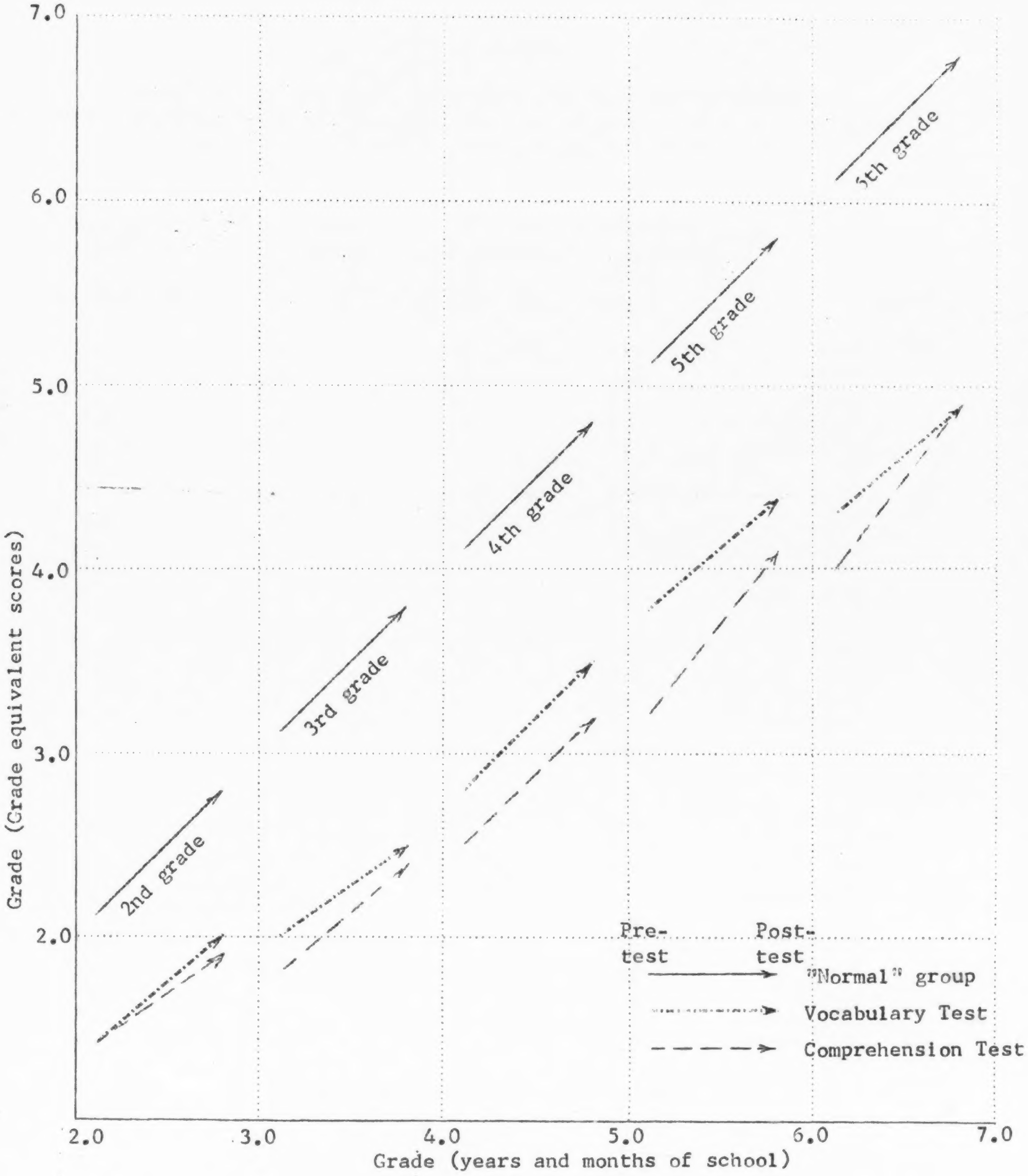
		May 1969 to May 1970				October 1969 to May 1970			
		Vocabulary		Comprehension		Vocabulary		Comprehension	
Grade		N	Grade Equiv.	N	Grade Equiv.	N	Grade Equiv.	N	Grade Equiv.
2nd	Pre-	392	1.5	381	1.4	122	1.4	119	1.4
	Post-		2.1		1.9		2.0		1.9
	Change		.6		.5		.6		.5
	50% Norm*		.8		1.2		1.1		1.3
	Difference		- .2		- .7		- .5		- .8
3rd	Pre-	492	1.9	490	1.9	198	2.0	192	1.8
	Post-		2.7		2.5		2.5		2.4
	Change		.7		.6		.5		.6
	50% Norm*		1.0		1.0		.8		1.1
	Difference		- .3		- .4		- .3		- .5
4th	Pre-	376	2.8	374	2.7	119	2.8	118	2.5
	Post-		3.6		3.2		3.5		3.2
	Change		.8		.5		.7		.6
	50% Norm*		.9		.8		.7		.9
	Difference		- .1		- .3		0.0		- .3
5th	Pre-	332	3.6	330	3.3	76	3.8	76	3.2
	Post-		4.5		4.0		4.4		4.1
	Change		.9		.7		.6		.9
	50% Norm*		1.0		.9		.7		.6
	Difference		- .1		- .2		- .1		+ .3
6th	Pre-	165	3.8	165	3.6	66	4.3	65	4.0
	Post-		4.8		4.4		4.9		4.9
	Change		1.0		.8		.6		.9
	50% Norm*		1.0		1.0		.7		.6
	Difference		0.0		- .2		- .1		+ .3

COMPARISON WITH 50TH PERCENTILE

2nd	- .2	- .7	- .5	- .8
3rd	- .3	- .4	- .3	- .5
4th	- .1	- .3	0.0	- .3
5th	- .1	- .2	- .1	+ .3
6th	0.0	- .2	- .1	+ .3

* Based on Gates-MacGinitie test manuals.

Note: Differences of less than + or - 0.2 are probably not statistically significant.



Change in grade equivalent scores for matched Project READ students, by grade level, for Gates-MacGinitie Vocabulary and Comprehension subtests (October 1969 to May 1970)

Table 2

COMPARISON OF PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES ON THE GATES-MACGINITIE READING TEST (VOCABULARY AND COMPREHENSION SUBTESTS) FOR STUDENTS IN PROJECT READ AT OR BELOW THE 16TH PERCENTILE 1969-70 SCHOOL YEAR

		May 1969 to May 1970				October 1969 to May 1970			
		Vocabulary		Comprehension		Vocabulary		Comprehension	
Grade		N	Grade Equiv.	N	Grade Equiv.	N	Grade Equiv.	N	Grade Equiv.
2nd	Pre-	297	1.4	293	1.3	90	1.3	88	1.2
	Post-		1.9		1.7		1.8		1.7
	Change		.5		.4		.5		.5
	50% Norm*		.8		1.2		1.1		1.3
	Difference		- .3		- .8		- .6		- .8
3rd	Pre-	359	1.7	359	1.6	133	1.8	129	1.5
	Post-		2.4		2.2		2.2		2.1
	Change		.7		.6		.4		.6
	50% Norm*		1.0		1.0		.8		1.1
	Difference		- .3		- .4		- .4		- .5
4th	Pre-	192	2.2	193	1.9	90	2.6	90	2.3
	Post-		3.0		2.7		3.2		2.9
	Change		.8		.8		.6		.6
	50% Norm*		.9		.8		.7		.9
	Difference		- .1		0.0		- .1		- .3
5th	Pre-	182	3.0	182	2.6	50	3.3	50	2.6
	Post-		3.7		3.2		3.9		3.6
	Change		.7		.6		.6		1.0
	50% Norm*		1.0		.9		.7		.6
	Difference		- .3		- .3		- .1		+ .4
6th	Pre-	107	3.4	107	3.0	36	3.6	36	2.9
	Post-		4.3		3.8		4.0		3.9
	Change		.9		.8		.4		1.0
	50% Norm*		1.0		1.0		.7		.6
	Difference		- .1		- .2		- .3		+ .4

COMPARISON WITH 50TH PERCENTILE

2nd	- .3	- .8	- .6	- .8
3rd	- .3	- .4	- .4	- .5
4th	- .1	0.0	- .1	- .3
5th	- .3	- .3	- .1	+ .4
6th	- .1	- .2	- .3	+ .4

* Based on Gates-MacGinitie test manuals.

Note: Differences of less than + or - 0.2 are probably not statistically significant.

Distribution of Gains and Losses, by Grades

Because means and standard deviations do not tell the whole story of how many students gained and how many did not when measured by the Gates-MacGinitie Reading Test, a distribution was made of gains and losses by grades. Distributions of the Grade Equivalent Score changes for the Vocabulary and Reading Comprehension Tests are shown below:

VOCABULARY

Grade	N	Loss	No Change	½ Year Gain	1 Year Gain	More than 1 Yr. Gain	1 Yr. Gain + More than 1 Yr. Gain
2	502	1.4%	46.0%	21.5%	14.3%	16.8%	(31.1%)
3	683	4.6	23.9	24.7	28.4	18.4	(46.8%)
4	484	9.2	17.3	25.3	22.7	25.5	(48.2%)
5	406	10.3	17.6	22.4	23.7	26.0	(49.7%)
6	226	10.7	18.5	19.5	22.2	29.1	(51.3%)

READING COMPREHENSION

Grade	N	Loss	No Change	½ Year Gain	1 Year Gain	More than 1 Yr. Gain	1 Yr. Gain + More than 1 Yr. Gain
2	495	3.0%	41.5%	29.3%	13.9%	12.3%	(26.2%)
3	681	6.2	26.3	31.4	20.5	15.7	(36.2%)
4	487	12.5	23.2	26.4	23.3	14.6	(37.9%)
5	405	12.7	19.2	28.1	17.4	22.6	(40.0%)
6	225	10.1	14.2	24.5	21.3	29.9	(51.2%)

It will be seen from these figures that a considerable number of students in almost every grade gained one year or more in both vocabulary and reading comprehension during the period they participated in Project READ. This amounts to about 30% of the 2nd graders, and over 50% of the 6th graders.

In order to interpret these results it would be necessary to know whether the classes of 6th-grade students were specially selected to participate in Project READ or were just randomly selected. While 51.3% of them gained a year or more in vocabulary and 51.2% gained a year or more in comprehension, there were still 10% who actually got lower test scores on the post-test than on the pre-test, and another 14-18% of the 6th graders whose scores were essentially the same at the beginning and end of the program.

It would be possible from the data collected to make a study as to which students in which schools actually made the gains of a year or more in test scores, in order to find out what caused the change.

Distribution by Schools

It became quite obvious that the amount of gains differed considerably between schools as well as between grades. When these gain scores were distributed by schools, it was found that no one school had all gains and no losses -- in other words, no one school stood out above the others. Because of the fact that the classes that participated in Project READ were not selected on the same basis, there was no real way to compare schools. However, to show the range of the gains made between schools, the amount of gain for the high and the low school for each grade are given below:

GAINS IN GRADE EQUIVALENT SCORES - HIGH AND LOW SCHOOLS

	Vocabulary		Comprehension	
Grade	Low Gain	High Gain	Low Gain	High Gain
2	2½ months	1 yr. 6 mo.	3½ months	1 yr. 3 mo.
3	4½ months	1 yr. 2½ mo.	1 month	1 yr. 6 mo.
4	4½ months	1 yr. 1½ mo.	2½ months	1 yr. 0 mo.
5	5½ months	1 yr. 5 mo.	2½ months	1 yr. 3½ mo.
6	5½ months	1 yr. 3 mo.	6 months	1 yr. 3½ mo.

This table shows that there were some classes in every grade in some schools where the average gain was greater than a year in terms of grade equivalent scores. It also shows that some schools had very little results from using Project READ, at least as measured by the Gates-MacGinitie Test.

Relationship between Placement Test and Gates-MacGinitie Pre-Test

The Project READ materials consist of 20 graded exercise of work books with accompanying readers to reinforce vocabulary and increase comprehension. The Placement Test is used to determine the book in which each student should begin. In order to determine the correspondence between this Placement Test and the Gates-MacGinitie Test, the pre-test scores in vocabulary and comprehension were tabulated for the placement book used by each student. While there was considerable range of pre-test scores for each of the placement books, the following estimate of the equivalence was obtained:

Vocabulary		Comprehension	
Grade Equiv. Score	Placement Book	Grade Equiv. Score	Placement Book
2.0	3	2.0	3
3.0	4	3.0	5
4.0	8	4.0	9
5.0	14	5.0	13

Project READ Questionnaire

A total of 124 questionnaires were returned directly to The George Washington University evaluation office in a specially provided envelope. It is estimated that there were approximately 223 teachers who used Project READ during the 1969-70 school year, which gives approximately 56% return.

A copy of the questionnaire is attached, together with a tabulation of the responses to each question distributed by grade level.

The respondent teachers were distributed by grade level as follows:

Grade	Number	Percentage
K	10	8
1	18	15
2	20	16
3	21	17
4	17	14
5	17	14
6	16	13
Unknown	5	3
Total	124	100

Eighty-eight percent (88%) of the teachers had had Project READ during the previous year, and most of them said they would like to use it again during the next year. However, as is shown in the following table, two thirds of those who wanted to use it again preferred using it in combination with another method.

Q.2. WOULD YOU LIKE TO USE PROJECT READ AGAIN NEXT YEAR?

	No		Yes, combined with another method		Yes, by itself		Total	
	N	%	N	%	N	%	N	%
Q.1. DID YOU USE PROJECT READ LAST YEAR?								
Yes	13		60		31		104	87.4
No	3		7		5		15	12.6
Total	16	13.4	67	56.3	36	30.3	119	100.0

This table also shows that whether or not teachers had previously used Project READ did not seem to have any bearing on their preference about using it in the future. The significant things about these findings are that over half of the teachers want to use the Project READ materials but combined with something else, and that most of these teachers have had two years' experience with the project.

There also appears to be very little difference between the teachers at the various grade levels as to whether or not they want to use the READ materials combined with something else, as shown in the following table:

Q.2. WOULD YOU LIKE TO USE PROJECT READ AGAIN NEXT YEAR?	Grade Level														Total	
	K		1		2		3		4		5		6			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes, by itself	9	90	3	18	6	35	9	43	2	11	4	25	2	12	35	30
Yes, combined	0	0	10	59	10	59	9	43	15	83	10	63	10	63	64	56
No	1	10	4	23	1	6	3	14	1	6	2	12	4	25	16	14
Total	10		17		17		21		18		16		16		115	

It will be seen from this distribution that there are two groups of teachers in which a considerable number want to use the Project READ materials alone -- the kindergarten and the 3rd-grade teachers. In general, it is the primary grade teachers who want to use the READ materials alone, as 27 out of the 56 teachers (48%) in grades K through 3 are in this category, as compared to only 8 out of 50 teachers (6%) in grades 4 through 6.

The teachers were also asked, "What kinds of children do you have the most success with in using Project READ?" This was an open-ended question. Of the 124 teachers who returned their questionnaire, 31 thought the method was most successful in the teaching of slow learners, while 50 thought it was more successful with average or fast learners. The teachers in the first group were mostly in the intermediate grades (22 out of 31), while those in the second group were divided almost equally between primary and intermediate grades.

Teachers were also asked, "Do you feel that the program has been hampered in any way?" The most frequent response (40, or 33%) was that the teachers thought they had insufficient help. These answers came from all grades. This agrees with the answers to question 4 about whether the teacher had the assistance of a teacher aide, as shown in the following table:

Q.4. DO YOU HAVE THE ASSISTANCE OF A TEACHER AIDE IN THIS PROJECT?	Percentage, by grade level							
	K	1	2	3	4	5	6	Total
Yes, all of the time	10	6	0	0	0	6	7	4.2
Yes, most of the time	10	0	6	5	0	6	0	3.3
Yes, part of the time	30	19	50	24	17	19	33	26.7
No	50	75	44	71	83	69	60	65.8

Almost two thirds of these teachers reported no teacher aide at all, and another fourth of them said they had a teacher aide less than half of the time. The incidence of having a volunteer assistant was also low. In addition, having an assistant did not necessarily indicate that the teacher would want to use the program the next year. Responses to question 2 were combined with those to question 4, with the following results:

Q.4. DO YOU HAVE THE ASSISTANCE OF A TEACHER AIDE IN THIS PROJECT?	Q.2. WOULD YOU LIKE TO USE PROJECT READ AGAIN NEXT YEAR?							
	Yes, by itself		Yes, combined		No		Total	
	N	%	N	%	N	%	N	%
Yes, all of the time	1	3	2	3	2	13	5	4.2
Yes, most of the time	1	3	3	5	0	0	4	3.4
Yes, part of the time	13	36	18	27	1	6	32	27.1
No	21	58	43	65	13	81	77	65.3
Total	36		66		16		118	

VI. FINDINGS AND CONCLUSIONS

1. Project READ appeared to be ineffective as a method for bringing Washington, D.C.'s under-achieving, inner-city school children up to or above grade level in reading. While the average grade equivalent scores increased for all grades, this growth rarely exceeded "normal" growth, considering as "normal" an increase of one grade per year, as measured by the Gates-MacGinitie Reading Test.

2. There were considerable differences between the gains made by students in the various grade levels on both the vocabulary and comprehension tests. The greatest gains were made by the students in the 5th and 6th grades on the Reading Comprehension Test.

3. The gains of those students at or lower than the 16th percentile national norms of the Gates-MacGinitie Test Battery fell behind the desired one-grade-per-year improvement.

4. The average test scores by grades for the students who were in Project READ were considerably below national norms, ranging from half a year below in the 2nd grade to two years below in the 6th grade. From the results of this testing it would appear that Project READ could not be considered as a remedial reading method for these students.

5. The gain in test results observed for the 3rd grade last year in both Vocabulary and Comprehension did not recur during the 1969-70 school year.

6. The results of an anonymous questionnaire returned by 124 teachers who used Project READ in 1969-70 showed that 8 out of 9 would like to use the materials again; however, about two thirds of them qualified this statement by adding that they would like to use it in conjunction with another method, particularly in the upper elementary grades.

7. Only one teacher in fourteen had a teacher aide for Project READ all or more than half of the time. Another one teacher in four had an aide part-time. The other two thirds of the teachers had no teaching assistant for Project READ.

8. Teachers thought that the lack of sufficient help (teacher aides in particular) in teaching Project READ was the most important factor hampering the program. The next most frequently mentioned factor was lack of extra materials.

9. Teachers were not in agreement that the program was most effective for slow learners. There were more teachers that thought the Project READ materials were successful for fast or average learners than for slow learners.

PROJECT READ QUESTIONNAIRE

(Responses of teachers, by grade)

		K	1	2	3	4	5	6	Total
Q.1. DID YOU USE PROJECT READ LAST YEAR?									
a. Yes	N =	8	15	17	17	15	13	16	101
b. No	N =	2	2	1	4	3	2	0	14
Total	N =	10	17	18	21	18	15	16	115
a. Yes	% =	78	83	94	81	83	87	100	88
b. No	% =	22	12	6	19	17	13	0	12

		K	1	2	3	4	5	6	Total
Q.2. WOULD YOU LIKE TO USE PROJECT READ AGAIN NEXT YEAR?									
a. Yes, by itself	N =	9	3	6	9	2	4	2	35
b. Yes, combined with another method		0	10	10	9	15	10	10	64
c. No	N =	1	4	1	3	1	2	4	16
Total	N =	10	17	17	21	18	16	16	115
a. Yes, by itself	% =	90	18	35	42	11	25	12	30
b. Yes, combined	% =	0	59	59	43	83	63	63	56
c. No	% =	10	23	6	14	6	12	25	14

		K	1	2	3	4	5	6	Total
Q.3. DID YOU USE ANY OTHER SUPPLEMENTARY READING PROGRAM OR MATERIALS AT THE SAME TIME AS PROJECT READ?									
a. No	N =	8	8	6	6	7	4	3	42
b. Yes	N =	2	8	11	15	11	12	13	72
Total	N =	10	16	17	21	18	16	16	114
a. No	% =	80	50	35	29	39	25	19	38
b. Yes	% =	20	50	65	71	61	75	81	62
aa. Yes - Basal Reader	N =	0	4	6	8	6	8	9	41
bb. Yes - SRA	N =	0	0	0	0	1	0	3	4
cc. Yes - Other	N =	2	4	6	9	5	9	8	43
aa. Yes - Basal Reader	% =	0	24	33	38	33	50	56	34
bb. Yes - SRA	% =	0	0	0	0	[illegible]	0	19	4
cc. Yes - Other	% =	22	24	33	43	28	56	50	38

		K	1	2	3	4	5	6	Total
Q.4. DO YOU HAVE THE ASSISTANCE OF A TEACHER AIDE IN THIS PROJECT?									
a. Yes, all of the time	N =	1	1	0	0	0	1	1	4
b. Yes, most of the time	N =	1	0	1	1	0	1	0	4
c. Yes, part of the time	N =	3	3	9	5	3	3	5	31
d. No	N =	5	12	8	15	15	11	9	75
Total	N =	10	16	18	21	18	16	15	114
a. Yes, all of the time	% =	10	6	0	0	0	6	7	4
b. Yes, most of the time	% =	10	0	6	5	0	6	0	3
c. Yes, part of the time	% =	30	19	50	24	17	19	33	27
d. No	% =	50	75	44	71	83	69	60	66

PROJECT READ QUESTIONNAIRE
(Continued)

		K	1	2	3	4	5	6	Total
Q.5. DO YOU HAVE THE ASSISTANCE OF A VOLUNTEER IN THIS PROJECT?									
a. Yes, all of the time	N =	0	0	1	0	0	0	0	1
b. Yes, most of the time	N =	0	1	1	0	0	0	1	3
c. Yes, part of the time	N =	1	2	4	7	7	4	3	28
d. No	N =	9	13	12	14	11	12	12	83
Total	N =	10	16	18	21	18	16	16	115
a. Yes, all of the time	% =	0	0	6	0	0	0	0	2
b. Yes, most of the time	% =	0	6	6	0	0	0	6	3
c. Yes, part of the time	% =	10	13	22	33	39	25	19	26
d. No	% =	90	81	67	67	61	75	75	70
Q.6. DO YOU FEEL THAT THIS PROGRAM HAS BEEN HAMPERED IN ANY WAY? HOW?									
No	N =	6	1	3	3	2	2	6	23
Yes --									
Insufficient help	N =	0	8	6	6	9	8	3	40
Cheating	N =	0	1	1	0	0	0	1	3
Materials late	N =	0	0	0	2	2	3	0	7
Lack of extra materials	N =	1	2	3	2	1	6	2	17
No training	N =	0	3	1	0	2	1	1	8
Late start	N =	0	1	1	2	1	0	0	5
Not enough comprehension materials	N =	1	3	1	1	2	1	2	11
Class too large	N =	0	0		3	3	0	1	8
No follow-through	N =	0	0	0	2	0	0	0	2
Other	N =	3	0	3	1	1	2	1	11
Q.7. WHAT KINDS OF CHILDREN DO YOU HAVE THE MOST SUCCESS WITH IN USING THE PROJECT READ MATERIALS?									
Interested	N =	1	0	2	2	2	0	3	10
Slow learners	N =	0	4	5	0	8	8	6	31
Average Learners	N =	1	0	2	3	4	1	3	14
Fast or Average Learners	N =	1	2	5	6	4	4	1	23
Fast learners	N =	2	3	2	2	2	1	1	13
Mature	N =	1	1	1	3	2	0	0	8
Those with basis in learning	N =	0	1	2	3	3	0	1	10
All	N =	4	3	2	3	1	1	3	17

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Chapter 8

ANALYSIS OF THE TEACHER AIDE PROGRAM IN TITLE I SCHOOLS
School Year 1969-70

I. INTRODUCTION

For the last four years, approximately one million dollars have been spent every year for the salaries of teacher aides in the District of Columbia Title I schools. While the teacher aide program* has been one of the most sought-after programs as far as principals and teachers are concerned, there is very little empirical evidence that teacher aides per se have contributed to the educational improvement of Title I children in the classroom.

There is no doubt that teacher aides assist in many useful ways in Title I schools, yet little is known about how this relates to improving the classroom performance of Title I students. It is for this reason that three questionnaires relative to the teacher aide program were prepared, to be filled out by teachers, teacher aides, and principals. The questionnaires had a number of similar questions, so that a comparison between them could be made. This study included all teacher aides, teachers, and principals in Title I schools.

Participants in the study mailed their responses directly to The George Washington University, in a stamped addressed envelope supplied for the purpose, without having the questionnaires go through other channels. It was assumed that this would facilitate frankness and uninhibited answers to the questions, and thus a higher degree of validity. Also, participants were not required to sign their names to the questionnaires.

It is estimated that of the 399 teachers in Title I elementary schools approximately 310 had teacher aides full or part time. Since it was not feasible to separate out the teachers who had no contact with a teacher aide, it was decided to distribute questionnaires to all teachers. There were 150 (48%) questionnaires returned.

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*Descriptions of the teacher aide programs, in both Model School Division and non-Model School Division schools, are contained in the final report in the chapter entitled "Program Descriptions."

There were approximately 100 teacher aides in Title I schools, 71 (71%) of whom returned questionnaires.

Questionnaires from 19 (95%) of the 20 principals were returned.

The tabulated responses to these three questionnaires are given in three tables in the appendix (teachers, teacher aides, and principals, respectively). Also attached are copies of the three questionnaires.

II. ANALYSIS OF THE QUESTIONNAIRES

A. Teacher Aide Questionnaire for Teachers

The distribution of responses of the 150 teachers who returned this questionnaire is shown in Table A of the appendix.

Question 1 asked, "How many hours per week is a teacher aide assigned to you?" As can be seen in Table A, the average teacher had a teacher aide working for her 7.5 hours a week. Table A shows that 25% of the teachers who responded had aides less than 2 hours per week, and only 25% of the teachers had aides more than 10 hours per week. The median number of hours was 4.3 hours per week. There were 10% of the teachers who had a teacher aide less than one hour per week.

Question 2 referred to Question 1 and asked whether the amount of time a teacher had a teacher aide was sufficient for her needs. Only 42% of the teachers answered Yes, while 58% answered No. In effect, then, nearly 60% of the teachers felt that they needed a teacher aide for more time. As expected, the longer the teacher had an aide, the more likely she was to think the time was sufficient, although the correlation is rather low ($r = 0.34$).

Question 4 asked the teachers how much more time the help of aides gave them to work individually with students in their class. Twenty-four percent answered A great deal more time; 46% Some more time; and 30% Not any more time to work individually with their students. The response Not any may be interpreted two ways: it could mean that these teachers felt they did not have a teacher aide working with them for enough time to make any significant difference, or it could mean that the type of work done by the aides was not such as to give them any more time for individual student work. The correlation between the responses to Question 1 and Question 4 is 0.44. This indicates that although the correlation is not very high, the greater the amount of time a teacher aide is assigned to a teacher the more time that teacher feels she has to work individually with the students in her class.

Question 3 asks teachers for the percentage of time teacher aides spent in three types of tasks: clerical/housekeeping, working with students, and holding classes for teachers. The overall responses were 41%, 37%, and 21%, respectively. In order to find out how the answers to this question related to whether the teachers felt the teacher aides gave them more time with students, responses to Question 3 were distributed by those to Question 4, as shown in the following table (for exact wording of all questions, see copies of the forms at the end of this report):

Table 1

TEACHER QUESTIONNAIRE - QUESTIONS 4 VERSUS QUESTION 3

	Question 3 - Duties of teacher aides				
Question 4	Clerical/ Housekeeping	Working with students	Holding classes for teacher		N
More time to work with students individually:					
Not any	49%	19%	32%		31
Some	37%	42%	20%		60
A great deal	41%	47%	12%		31
Weighted average	41%	37%	21%	Total	122

There is a considerable amount of difference between the Not any and the A great deal groups in their responses to Working with students and Holding classes for teachers, but the percentage of time spent in Clerical/housekeeping duties is not very different between them. One possible explanation could be that the type of clerical work performed for the teachers who indicated the A great deal category was of a different nature than the clerical work performed for the teachers who indicated the Not any category. Another hypothesis could be that teachers who checked the A great deal category considered clerical work to be of more value than did teachers who indicated the Not any category. The greatest difference between the groups is in the category of Holding classes for teachers who are absent -- this takes up one-third of the teacher aides' time, according to the Not any teachers, and only one-eighth of their time according to the A great deal teachers.

Teachers did not necessarily associate the success of the program with whether or not the aide enabled them to spend more time working individually with students. The responses to Questions 9 versus 4 were distributed as shown in the following table:

Table 2

TEACHER QUESTIONNAIRE - QUESTION 9 VERSUS QUESTION 4

	Question 4 - More time to work with students individually							
Question 9	Not any		Some		A great deal		Total	
	N	%	N	%	N	%	N	%
How effective have the teacher aides been in improving the general classroom performance of students?								
Not effective at all	15	40	8	13	0	0	23	17
Moderately effective	13	34	38	60	15	46	66	49
Effective	7	18	15	24	11	33	33	25
Extremely effective	3	8	2	3	7	21	12	9
Total	38		63		33		134	
Weighted average		28%		47%		25%		100%

There were 33 teachers who said that the teacher aides gave them A great deal more time to work individually with their students. Of these, only 7 said they found the program Extremely effective. This is only 21% of this group. There were 11 more (33%) who found the program Effective, but the others apparently found that something else besides providing more time for the teacher to spend with the students kept the program from being more than Moderately effective; or they may have felt that being provided with more time to spend with their students did not necessarily make the program effective.

Question 5 attempted to find out whether those teachers who had had a teacher aide at some prior time were able to use the aide more effectively this year. It was found that most of the teachers (82%) had had an aide before. Examination of the interactions showed very little relationship here.

Question 6 asked whether the teacher had had any training in the use of a teacher aide. There were 40% who answered Yes and 60% who answered No. It is interesting to compare this to Question 7 which asked, "Do you feel that instruction for classroom teachers in the use of teacher aides would be helpful?" Sixty-eight percent of the teachers responded Yes and 32% responded No. In other words, although only 40% of the teachers had had training in the use of teacher aides, 68% felt that this type of instruction would be useful.

The correlation between Question 6, "Have you had any instruction or in-service training in the use of teacher aides?", and Question 7 is zero. This means that any previous training the teacher may have had in the use of a teacher aide has no bearing on whether or not she felt such training would be helpful.

Question 8 was a list of areas in which the teachers thought aides needed more training. The variables based upon the responses to these items showed the following correlations with Question 9 (effectiveness of the program):

Table 3

TEACHER QUESTIONNAIRE - QUESTION 8 VERSUS QUESTION 9

Question 8	Question 9 - Effectiveness of program
Training areas:	
Role of aide vis-a-vis classroom teacher	r = -0.34
Playground supervision and field trips	-0.22
Role of aide vis-a-vis the students	-0.21
Classroom housekeeping	-0.17
Clerical	-0.05
Basic teaching methods	0.00
Audio-visual	0.04
Academic subjects	0.09

Negative correlations indicate that the recommendation for that type of training correlates with the lack of effectiveness of the program in the eyes of the teachers.

This correlation indicates that those teachers who said the program was ineffective also said that the teacher aides should receive training in the four areas at the top of the list above. All of the other correlations are essentially zero. The teachers apparently did not associate ineffective programs with any lack on the part of the teacher aides of basic teaching methods or knowledge of academic subjects.

Item 10 on the Teacher Questionnaire was an open-ended question asking how the teacher aide program could be modified to make it more effective in improving the general classroom performance of the students. A more detailed explanation of the categories used in coding responses to this question follows:

1. Training: Included in this category were such responses as in-service training, more instruction, extra courses, and better orientation for teacher aides as well as for teachers in the use of teacher aides.

2. More aides: This category was used for any responses that suggested expanding the teacher aide program.

3. Supervision and scheduling of aides: This referred to better organization of the program, and better and more consistent scheduling of the aides from a central location.

4. Clarification of duties: This category included such responses as "clear definition of duties," "the aide should know her job," or "the teacher and aide should both be clear on what duties fall under the aide's jurisdiction."

5. More time: This referred to more time in the classroom as opposed to duties for the school in general.

6. Better utilization: This category covered ways in which the aide's time could be used to optimum benefit.

7. Better understanding between aides and teachers: This category referred to the relationship between aides and teachers and suggestions for improving it.

8. Other: This included responses that were not covered by the other categories.

As can be seen from the tabulation of responses to Question 10 in Table A , the greatest percentage of teachers (31%) felt that training was the key to making the teacher aide program more effective. The second most frequest response was More aides (18%), and the third highest number of responses was in the category which suggested better supervision and scheduling of aides (13%). Because the question was open-ended, it is not possible to know what the percentage of responses would have been, had all the alternatives been suggested.

B. Teacher Aide Questionnaire for Teacher Aides

This questionnaire consisted of nine questions, many of them similar to questions on the teacher and principal questionnaires. Questionnaires were returned from 71 of the estimated 100 teacher aides in Title I schools.

Question 1 asked, "With how many teachers do you usually work?" The highest number reported was 6 teachers, while 8 aides reported working with only one teacher. The median was approximately 3, although there were more teacher aides working with 2 teachers (30%) than any other category.

The responses to Question 2, "With which grade do you work?", revealed that the largest percentage of teacher aides worked with the 2nd grade (22%) but all the other grades were represented.

Question 3, concerning which of the three types of duties the aide was engaged in, showed that the largest percentage Worked with students in and out of the classroom (40%), with Clerical and/or classroom housekeeping next (37%), but with Holding classes for teachers who are absent as a good strong 26%. This compares with teacher responses in these three categories as follows:

Table 4

TEACHER AND TEACHER AIDE QUESTIONNAIRES -- DISTRIBUTION OF TIME AIDE SPENDS WORKING IN VARIOUS CATEGORIES

	Teacher (N=150)	Teacher Aide (N=71)
Working in a clerical and/or classroom housekeeping capacity	41.4%	36.8%
Working with students in and out of the classroom	37.4%	39.7%
Holding classes for teachers who are absent	21.2%	25.5%

The actual percentages probably lie somewhere between the two figures. It is surprising that the answers from teachers are so high as to the amount of time teacher aides Hold classes because this is against school policy.

Question 4 asked "Does your assistance give the teacher more time to work individually with students in her class?" Responses to this question showed that 49 (72%) teacher aides answered A great deal, 18 (27%) answered Some, and only one (1.5%) answered Not any. Answers to this question were predictable since it can be assumed that the teacher aides would naturally feel the assistance they provide the teacher would be beneficial.

Question 5 asked the teacher aide to check the areas in which she felt it would be helpful to have more training. As can be seen in Table B, the largest number of teacher aides (56%) felt they needed more training in School subjects. The second and third largest categories in which the aides felt they needed more training were in the Role of the aide in relation to the students (48%) and Role of the aide in relation to the classroom teacher (42%), respectively. The other categories which were relatively strong were Audio-visual (31%) and Clerical (28%). The striking part about this response was that, while not first on the list, about half of the teacher aides felt that they needed to learn their role vis-a-vis the teacher better. The tabulation also shows that the teacher aides' desire to learn more about school subjects was not shared by the teachers.

Question 6 asked teacher aides whether they were asked to perform duties which they felt were not a part of their job, and if so, to indicate specifically what these duties were. More than half (52%) of the aides responded No. Of the 33 (48%) who answered Yes, 23 specified Holding class as the duty they considered to be not a part of their job.

Teacher aides were asked in Question 7 whether they felt that a training program for classroom teachers in the use of teacher aides would be helpful. Well over half (76%) felt that the teachers did not need such a training program. The second part of the question asked the aides to write in ways in which they felt such a program would be useful. Many of the aides who indicated that a program was not needed nevertheless went on to specify ways in which such training would be helpful. The most frequent response was that such training would provide a Clarification of duties, and the second largest response was that such training would result in Better utilization of the aides.

Question 8 asked teacher aides to indicate the main purpose(s) of their job. As can be seen in Table B, the category which was checked most often was the Clerical category, which indicates that 75% of the aides felt that one of the primary purposes of their job was to Help with the clerical workload of the teacher. The second choice, which referred to Working directly with children, was selected by 73% of the teacher aides; and the third category, in reference to Discipline, was checked by 39%.

Question 9, like Question 10 of the Teacher Questionnaire, was concerned with the specific aspects of the program which the aides felt could be improved. Teacher aides did not feel as strongly about improvements as did the teachers. The most-often-suggested improvement (almost 30%) was for More training, with Better understanding, Better utilization, and Better supervision following. (The definitions used in the coding of the open-ended responses to this question were the same as those used in Question 10 of the Teacher Questionnaire.)

C. Teacher Aide Questionnaire for Principals

The responses of 19 Title I school principals to the Teacher Aide Questionnaire may be seen in Table C . It is possible to get an overall picture of the teacher aide program from the responses to the first three questions:

The average number of teacher aides assigned to Title I schools for the 1969-70 school year was 6.3. The minimum number of aides at any one time averaged 5.3, and the average maximum was 6.5. In almost all schools, the aides were utilized by assigning one aide to a group of teachers, who evenly divided her services among them.

When the principals were asked (Question 5) what they felt the ideal ratio of teacher aides to teachers was, 47% indicated one teacher aide to one teacher as an ideal ratio, and 42% indicated one teacher aide to two teachers. The remaining 11% of the principals felt that one teacher aide to four teachers would be an ideal ratio.

Question 6 asked how effective the teacher aides were in improving the general classroom performance of the students, which corresponds to Question 9 of the Teacher Questionnaire. The table below shows a comparison of teachers' and principals' responses to this question:

Table 5

EFFECTIVENESS OF TEACHER AIDES
IN IMPROVING CLASSROOM PERFORMANCE OF STUDENTS

	Principals		Teachers	
Q. 6 (Principal Q.) and Q. 9 (Teacher Q.)	N	%	N	%
How effective have the teacher aides been in improving the general classroom performance of the students?				
Not effective at all	0	0.0	24	17.5
Moderately effective	5	27.8	67	48.9
Effective	6	33.3	34	24.8
Extremely effective	7	38.9	12	8.8
Total	18	100.0	137	100.0

It can be seen from the table that principals felt the teacher aide program was more effective than did teachers. Whereas 17.5% of the teachers felt the program was Not effective at all, no principal checked this option. Only 9% of the teachers felt that the program was Extremely effective, as opposed to 39% of the principals. This discrepancy might be because teachers possibly did not feel that the time teacher aides spent working for the principal made the program effective, while the principals probably did.

D. Training

Teachers, principals, and teacher aides were all asked the same question in reference to training. They were given a list of possible areas where training might be useful, and asked to check those areas where they felt training might be helpful. Results of the responses to this question can be seen in Table 6.

The largest percentage of both teachers and principals indicated the desirability of more training for teacher aides in the area of the Role of the aide in relation to the classroom teacher and school procedure. Over half of the teachers and principals (56% and 53%, respectively) checked this category, while only 42% of the teacher aides did so. The greatest number of teacher aides (56%) felt that they needed more training in Academic subjects, while only 39% and 47% of teachers and principals, respectively, checked this category. The training area checked by the second largest number of teachers was that of Basic teaching methods (this option was not included on the teacher aide questionnaire), while the same number of principals (47.4%) checked three of the training areas: Basic teaching methods, Academic subjects, and Clerical. The second largest response from aides was that of Role of the aide in relation to students, which was checked by almost half of the aides. The largest discrepancy, percentage-wise, between the responses of teachers, principals, and teacher aides, was in the category of Classroom housekeeping -- almost a fourth of both teachers and principals (22% and 21%, respectively) felt that more training was needed in this area, but teacher aides did not agree (1.4%). It should be noted that although the percentage of principals and teachers who felt aides needed instruction in Classroom housekeeping was greater than that of teacher aides, it still ranked last for all three groups.

Table 6

AREAS IN WHICH IT WOULD BE HELPFUL FOR THE TEACHER AIDE TO HAVE MORE TRAINING

	Teacher Aide		Teacher		Principal	
	%	Rank	%	Rank	%	Rank
Role of aide vs. teacher	42.3	3	56.1	1	52.6	1
Basic teaching methods			53.2	2	47.4	3
Academic subjects	56.3	1	38.9	5	47.4	3
Role of aide vs. students	47.9	2	48.9	3	36.8	7
Audiovisual	31.0	4	39.6	4	42.1	5½
Clerical	28.2	5	24.5	7	47.4	3
Playground/field trip supervision	7.0	6	26.6	6	42.1	5½
Classroom housekeeping	1.4	7	22.3	8	21.0	8
Other	(8.5)		(8.8)		(5.3)	

Teachers and teacher aides were asked whether they thought a training program for classroom teachers in the use of teacher aides would be helpful. The table below shows a comparison of the responses of teachers and teacher aides to this question.

Table 7

WOULD A TRAINING PROGRAM FOR CLASSROOM TEACHERS IN THE USE OF TEACHER AIDES BE HELPFUL?

	Teacher Aide	Teacher	Difference
Yes	23.8%	67.9%	+41.1%
No	76.2%	32.1%	-44.1%

The responses as shown in the above table are rather surprising. It would be expected that teacher aides more than teachers would feel a teacher training program in the use of teacher aides would be helpful, but the responses show just the reverse -- only 24% of the aides felt that such a program for teachers would be helpful, as opposed to 68% of the teachers.

It may be that teachers tend to be more oriented toward training generally and thus would be in favor of almost any type of training; or teacher aides may feel that whatever problems exist in the program would not necessarily be rectified by giving teachers more training and that possibly another means would be more profitable, such as better clarification of duties.

III. INTERVIEWS AND OBSERVATIONS

A separate phase of the evaluation of the teacher aide program consisted of interviews and random observations of aides, conducted by members of the evaluation team. The interviews were conducted in an informal manner by gathering all the teacher aides at one school together in a room and candidly discussing the program from the point of view of the aides themselves. Some of the major points of discussion follow:

A. Salary and advancement

It was generally felt that one of the major drawbacks of the program was the fact that there was no room for advancement in position or salary. The highest level that a teacher aide could attain is GS-4. Some of the aides had been originally hired at the GS-4 level and had been operating at that level for four years. They felt that this makes for less motivation and incentive, and also accounted for many good and experienced teacher aides leaving their jobs in favor of more lucrative positions.

B. Duties

One of the major grievances of teacher aides was in reference to their holding classes for teachers who were absent. The aides felt that this was not a part of their job description, and therefore they should not be asked to do it, but more than this, the aides felt it was unfair for them to do the job of a regular teacher and not receive proper compensation for it. Also, many pointed out that they really did not have the training for this type of task, and could not adequately carry it out. Some of the aides suggested that if substituting were truly a part of their job, then they should be properly trained for doing it.

C. Relation to and treatment by teachers

Many of the teacher aides expressed concern over the fact that some teachers did not utilize the aide in the best way possible. A few aides complained that teachers treated them in a patronizing manner; one example given by an aide was that she was "traded" among teachers without being asked.

D. Program organization

A major portion of the teacher aides felt that the program lacked a central organization. Some suggested that it would be helpful to have a supervisor who would travel from school to school to overlook the program, handle problems, and offer suggestions.

E. Advancement to regular teacher status

Since the inception of the teacher aide program there has been considerable discussion about a program that would somehow allow teacher aides to advance to regular teaching positions. The aides were asked how they felt about such a program. The response was rather surprising in that, for the most part, the aides were not particularly enthusiastic about it and, with some exceptions, did not aspire toward becoming regular teachers.

In summary, it should be pointed out that most of the teacher aides enjoyed the job and were happy with it, but felt that the points mentioned above should be considered in order to improve the program.

V. LIMITATIONS OF THE STUDY

The evaluation of the teacher aide program was based upon the voluntary anonymous responses of teachers, teacher aides, and school principals. The criterion variable used in determining the effectiveness of the program was of necessity the responses of the teachers, aides, and principals as to how effective they thought the program was, rather than any documentable measure of student performance.

More insight would have been obtained as to the workings of the program if the study had included measures of the teacher and teacher aide training and experience. This, however, was beyond the scope of the present study. A consideration of which aides worked with which teachers in which school was not possible because of the restrictions of anonymity of the data collected.

VI. FINDINGS

A. Teachers

1. Teachers who considered the program to be Effective or Extremely effective were likely to be the ones who found that having a teacher aide gave them more time to work individually with their students AND who did not think that aides needed more training in their Role vis-a-vis the teacher.

2. The amount of time teachers could work individually with their students was directly proportional to the amount of time aides were assigned to them.

3. According to the teachers, there was very little relationship between having previously had a teacher aide and the effectiveness of the present teacher aide program.

4. A considerable amount of teacher aide time was spent holding classes in the absence of teachers.

5. The majority of teachers felt that training in the use of aides would be helpful, regardless of whether or not they had had previous in-service training in the use of aides.

6. Teachers who found the program ineffective thought that aides should receive more training in (1) their Role vis-a-vis the classroom teacher, (2) their Role vis-a-vis the students, (3) Playground supervision and field trips, and (4) Classroom housekeeping. These teachers did not associate ineffectiveness of the program with lack of training of aides in Basic teaching methods, Audiovisual procedures, or Academic subjects.

7. When asked what would improve the teacher aide program, many teachers thought the following would help: More training of the aides, More aides, and Clarification of the duties of the aides.

8. Half of the teachers had a teacher aide assigned to them for an average of less than one hour per day. Only one teacher in four had an aide for as much as two hours per day, average.

9. Almost 60% of the teachers surveyed stated that the amount of time they had a teacher aide assigned to them was not sufficient for their needs.

B. Teacher Aides

1. The teacher aides in this sample worked with pre-kindergarten through the 6th grade, with the largest number working with the 2nd grade (22%). Teacher aides worked with an average of three teachers.

2. Teacher aides reported that 36% of their time was spent in Clerical and/or classroom housekeeping duties, 39% Working with students in and out of the classroom, and 25% Holding classes for teachers who were absent. This division of time was approximately the same as that reported for them by the teachers.

3. The greatest number of teacher aides expressed a need for more training in *School subjects*, followed by more training in their *Role vis-a-vis both the teacher and the students*. Almost a third of them wanted more training in the *Clerical* and *Audiovisual* areas.

4. Almost half of the aides felt that they were asked to perform duties which were not a part of their job, in particular *Holding classes for absent teachers*.

5. While most aides did not feel that teachers needed training in the use of aides, the areas most mentioned for teacher training were: *Clarification of duties* (83%) and *Better utilization of aides* (21%).

C. Principals

1. Principals expressed a desire for many more aides than are presently being provided, most of them desiring either one aide per teacher or one aide for every two teachers.

2. Seventy percent of the principals felt that the teacher aide program was either *Effective* or *Extremely effective*, and none of the principals surveyed felt it was *Ineffective*. This differs considerably from the teachers' responses where only one third felt the program was *Effective*.

3. Principals agreed with teachers in considering the primary training needs of aides to be the *Role of the aide vis-a-vis the teacher*, and *Basic teaching methods*. Principals disagreed with the teachers and teacher aides in the belief that aides should be given more training in their *Role vis-a-vis the students*, and they disagreed with the teacher aides as to the importance of instruction of aides in *Academic subjects*.

D. Staff Observations

1. Most teacher aides enjoyed their job and were happy with it, although they were not particularly interested in becoming teachers themselves.

2. The morale of the teacher aides, particularly at the GS-4 level, has suffered and turnover has increased because of a lack of a promotional system.

3. Teacher aides felt that it was not a part of their job to substitute for teachers who were absent; and if they were requested to perform this service, they felt they should be adequately compensated and trained for it.

VI. RECOMMENDATIONS

A. The duties and functions of teacher aides should be clearly defined in terms of specific day-to-day operations.

B. The amount of time that the teacher aides spend in the classroom or otherwise directly assisting teachers with students, should be increased. This could be done by either increasing the number of aides or by supplying some other type of clerical assistance in the school.

C. Teachers should receive training in the use of teacher aides, particularly in the areas of clarification of teacher aide duties, and the role relationships between teachers and teacher aides.

D. Teachers listed the areas for teacher aide training in the following priority:

1. Role of the aide in relation to the classroom teacher and school procedure
2. Basic teaching methods
3. Role of the aide in relation to the students
4. Audiovisual procedures
5. Academic subjects

E. The time that teacher aides spend holding class should be substantially reduced, if not eliminated.

F. In future studies, the usefulness of the teacher aide program should be evaluated against a criterion variable measuring student achievement rather than teacher opinion of effectiveness.

Chapter 9

PARENT AND COMMUNITY INVOLVEMENT QUESTIONNAIRE

Parent and community involvement with the school and its activities has been shown to be an important contributing factor to the successful functioning of a school. In order to assess the kind of participation that exists in Title I schools, a questionnaire was distributed to all teachers in these schools. A total of 224 of these questionnaires were returned to the George Washington University.

The questionnaire was divided basically into two different parts: the first part attempted to determine the type and degree of participation that existed between the parents and the school; the second part asked teachers to suggest ways in which parent involvement and interest in the school could be increased. A distribution of the responses to this questionnaire will be found at the end of this chapter.

The first question asked teachers whether they had had communication with all, most, part, or none of the parents of students in their class. Over half (62%) of the teachers said that they had communicated with all or most of the parents of their students. A total of 38% of the teachers indicated that they had contact with only some of the parents, and a negligible number said that they had no contact with the parents.

In the next question teachers were asked to check a list of possible reasons for their communication with the students' parents. The two main categories indicated by teachers were school achievement problems and discipline problems (71% and 69%, respectively), showing that parents were concerned most about problems in these two areas. Teachers were also given a chance to write in other reasons for parental communication with them. The three main categories written in were: school activities, interest, and health and psychological problems, respectively.

The third question asked teachers to indicate whether all, most, part, of none of the parents of students in their class attended special school events when invited. Over three quarters of the teachers (87%) said that either less than half or none of the parents attended school events when invited. The responses to this question clearly show that a greater attempt should be made to get parents actively involved in school events.

The last two questions were open-ended, and asked teachers to suggest ways for increasing the interest and involvement of parents and community in the school. Question 4 focused mainly on the aspect of interest. According to teachers, the best way of increasing parental interest in the education of their children was by encouraging them to participate in the activities and the planning of school functions. The second and third most frequently mentioned suggestions were to require a certain amount of parent-teacher interaction, and to provide adult education courses and workshops.

The fifth question asked specifically for suggestions for increasing community involvement to improve the educational climate in the school. Here again the most frequently mentioned response was to increase parent participation in activities and planning. The next three categories suggested were: to move toward a community/school kind of organization and to provide community activities; to have more social gatherings and activities at the school; and to provide adult education courses and workshops, respectively.

The results of this questionnaire show that, for the most part, parents become involved with the school when it is necessary, or when their children are having some type of problem. It seems clear that the goal now should be to increase active parental and community involvement in school life, by including parents in some phases of planning and by providing both educational and social opportunities for them at the school.

PARENT AND COMMUNITY INVOLVEMENT QUESTIONNAIRE
Distribution of Responses by Classroom Teachers
(N = 224)

1. HAVE YOU HAD COMMUNICATION BY VISIT OR TELEPHONE WITH THE PARENTS (GUARDIANS) OF THE STUDENTS IN YOUR CLASS THIS YEAR?

	Number	%
Yes, with all of them	30	13.4
Yes, with most of them (more than half)	108	48.2
Yes, with part of them (less than half)	85	38.0
No	1	0.4
Total	224	

2. WHAT WERE THE MAIN REASON(S) FOR THIS COMMUNICATION?

Discipline problem	154	68.7
Attendance problem	72	32.1
School achievement problem	158	70.5
Other(s)	4	1.8
Interest	24	10.7
School activities	36	16.1
Health and psychological problems	16	7.1

3. HAVE THE PARENTS OF YOUR STUDENTS ATTENDED SPECIAL SCHOOL EVENTS WHEN INVITED (SUCH AS OPEN HOUSE, SCHOOL PLAYS, SCHOOL WEEK)?

Yes, all of them	5	2.3
Yes, most of them (more than half)	24	11.0
Yes, part of them (less than half)	163	74.4
No	27	12.3
Total	219	

4. DO YOU HAVE ANY SUGGESTIONS FOR INCREASING THE INTEREST OF PARENTS IN THE EDUCATION OF THEIR CHILDREN? (write in)

Parent participation in activities and planning	68	30.4
Require parent-teacher interaction	33	14.7
Adult education and workshops	33	14.7
Social gatherings and activities	20	8.9
Other	7	3.1

5. DO YOU HAVE ANY SUGGESTIONS FOR INCREASING COMMUNITY INVOLVEMENT TO IMPROVE THE EDUCATIONAL CLIMATE IN YOUR SCHOOL? (write-in)

Parent participation in activities and planning	39	17.4
Community school and community activities	25	11.2
Social gatherings and activities	19	8.5
Adult education and workshops	16	7.1
Require parent-teacher education	10	4.5
Other	13	5.8

Chapter 10

SUMMARY AND CONCLUSIONS

I. OVERVIEW

In the 1968-69 school year the number of Title I schools was reduced to 36 public and private schools, with a reduction of Title I students from about 70,000 to 21,000. During the 1969-70 school year the number of schools was reduced through changes in school occupancy to 34, and the number of enrolled students to 19,000. The present concentration of funding in the Title I area amounts to approximately $242 per student, which is up slightly from the $240 in 1968-69 and considerably higher than the $80 per pupil of the year before.

During the 1969-70 school year there were 26 different identifiable programs and a number of sub-programs, such as Youth Serving Youth. The size of these programs varied from fewer than 28 students up to several thousands. While most of the programs served Title I students directly, some of them (such as staff development and teacher training programs) served Title I students only indirectly. All of the programs had the general intent of supplying services which attempted to compensate for the effects of poverty and to provide meaningful education to the target-area children.

The objective of all these efforts was to bring about favorable changes in the performance and attitudes of the students in the target area. It is exceedingly difficult to isolate and measure the amount and kind of effects of any one of these many programs, because the effects of out-of-school factors vary from student to student, from program to program, from school to school, and from age group to age group. Also, the educational climate in the target-area schools varies from time to time with the various moods of the general population and the events that take place both locally and nationally. Questions such as: How should the effects of these programs be measured? How can it be determined which programs should be continued? Which ones dropped?, can only be answered in terms of the effect of the programs on groups of students as reflected by their classroom performance and their adjustment to the school situation, backed by observation and interviews.

The evaluations in this report are based upon both statistical evidence of change in the students participating in the various programs and the observations of the George Washington University evaluation staff and the staff of the Assistant Superintendent for Research and Evaluation of the D.C. Schools. The teacher evaluations used as the basis for judgments concerning classroom performance and school adjustment were made by hundreds of teachers. These evaluations have been combined for all the students in the various programs in order to obtain information about the changes in attitude and performance of these students compared with other students in the Title I area.

The staff observations were obtained through interviews with the directors of the various projects, their assistants, principals of schools, teachers of the programs, and in some instances through interviews with students in the programs. Additional information was obtained through questionnaires, particularly in connection with Project READ and the Teacher Aide program.

II. BASIS FOR THE EVALUATION

The statistical evidence of change in the students in the various Title I programs must be interpreted in the light of all the available facts, both statistical and non-statistical. In arriving at the recommendations which follow, three factors were kept in mind: (1) the objectives of the program, (2) the type of students served, and (3) evidence of staff effectiveness. The stated objectives of the program might be quite appropriate for Title I projects (that is, to prevent dropouts and/or educational retardation), but the students served might not be those with severe educational problems, or the effectiveness of the program might have been substantially reduced by operational or administrative problems.

The type of analysis used permits the comparison of the students in the particular programs with other groups, as well as the observation of the changes in teacher evaluations of these particular students or groups. The questionnaire items which were particularly useful in this regard were those in which the teachers evaluated the participation of the students in class, the supportiveness of the family, the amount of absenteeism, the reading and arithmetic levels, and the types of educational problems of the students.

III. PRIORITY ASSIGNMENTS

A. Definitions

The factors discussed above were taken into consideration in making up the priority list which follows. Priorities were given only for those programs about which sufficient information, both statistical and non-statistical, was available. Priority groups are defined as follows:

Priority 1: Those programs which appeared to be the most effective in that they tended to improve the classroom performance and the school adjustment of the students in them. They also appeared to reduce absence and to deal with the part of the school population most likely to drop out of school. The cost per pupil of these programs compared favorably with others. Priority 1-A programs were found slightly more effective than Priority 1-B programs.

Priority 2: Those programs which appeared to have merit and which, although they tended to improve either classroom performance or school adjustment, may not have been fulfilling as many of the requirements or objectives of effective programs as those in Priority 1.

Priority 3: Low priority projects, particularly those which appeared to be associated with undesirable changes in the students involved, or to have other undesirable characteristics, such as not dealing with the part of the population most likely to drop out of school, or otherwise not fulfilling the requirements for a satisfactory Title I program.

B. Priority Recommendations

(See table on next page)

PRIORITIES ASSIGNED TO TITLE I PROGRAMS*
FOR SCHOOL YEAR 1969-70

Priority 1-A

Pupil Personnel Services (including Youth Serving Youth)
Speech Correction (Public and Non-Public)
Urban Service Corps (including Widening Horizons)
Classroom Assistance (Elementary)

Priority 1-B

Physical Fitness (Elementary)
Reading Incentive Seminar (Secondary)
Gonzaga Prep Experiment (Secondary)
Experimental Staffing Patterns (Secondary)
Introduction to Data Processing (Secondary)
Urban Journalism (Secondary)
Community School (MSD)
Teacher Aide Program (MSD)
Cardozo Data Processing (MSD)

Priority 2

Audio-Visual Services
Strengthening Instructional Services (Elementary)
Health and Psychological Services (Elementary)
Cultural Enrichment (Elementary)
Cultural Enrichment (Secondary)
Cultural Enrichment (MSD)
English in Every Classroom (MSD)
Cultural Enrichment (Non-public schools)

Priority 3

Project READ (Elementary)
Mathematics Clinic (Secondary)

Projects with Separate Evaluations

Follow-Through Project - Morgan School
                        - Nichols Avenue School
Elementary and Secondary Staff Development (MSD)

*No significance to the order listed within priorities.

PRIORITY 1

Priority 1-A

Pupil Personnel Services (including Youth Serving Youth)

This was the largest of the Title I programs, accounting for approximately 20% of the entire Title I budget. It was also the one which met with almost unanimous approval by both principals and other project directors, any criticism being the lack of enough Team members. This program was aimed specifically at the sources of the difficulties of the most seriously educationally handicapped students in the target area, and the ones identified by their principals, teachers, and counselors as being the most likely to drop out of school. It was also a program upon which many other programs depended for support, such as the Urban Service Corps programs for tutoring, clothing, glasses, and hearing aids. Because of the fact that the Teams' efforts were largely non-educational, except for the subsidiary programs like Youth Serving Youth, the support which the Teams gave to overcoming the educational handicaps of the approximately 10,000 severely disadvantaged students in their caseload was quite difficult to measure objectively. The information supplied by the Team members on the questionnaire about each of the students in their caseload plus the information obtained from principals, teachers, and others by interviews and questionnaires, leave no doubt that these were the most severely handicapped students. There was some evidence that the Teams' efforts checked the dropout rate to some extent, but there was really no way of determining just what the educational attainments of the identified students would have been without the intervention of the Teams, unless an in-depth study of these students along with a control group from outside the Title I area could be made.

A special section of this report is devoted to a detailed analysis of the activities of the Pupil Personnel Services Teams as reflected in their evaluation forms returned for each of their caseload students.

Included in the assessment of the 1-A priority to this program are the activities of the Team members in the Youth Serving Youth program. This project, undertaken in cooperation with the National Council on Youth, began in 1968, and has received nationwide publicity. It has been demonstrated that both the tutors and tutees in it have benefitted. The tutees, drawn primarily from the 2nd through the 5th grades, improved in both classroom performance and school adjustment. The tutors in the program, drawn mostly from junior high schools, at the end of the year were above average for their age and grade in reading and arithmetic. This program, which helped approximately 200 tutors and an equal number of tutees during the year, reached only a small percentage of the severely retarded Title I students. More efforts should be made to reach more boys in the program, as there are approximately twice as many boys as girls who are more than two years behind in reading in the Title I elementary schools. As part of the success of the program depends upon the stipend paid to the tutors, some other means of reward should be investigated in order to expand the program to reach more students, both as tutors and tutees.

Priority 1-A (Continued)

Speech Correction (Public and Non-Public)

This project was given high priority by the Title I advisory committee. This was the first year that speech correctionists were able to completely survey the speech and hearing deficiencies of the elementary students in the Title I areas. While most speech therapy requires time and is often accompanied by slow learning and lack of motivation on the part of the students having this problem, the results for the sample (where pre- and post-test teacher evaluation data were available) showed an increase in alertness and school adjustment. These students also appeared to have better than average absentee records, and to compare favorably in reading levels with their classmates.

Urban Service Corps (including Widening Horizons)

The activities of the Urban Service Corps in the Title I area were extensive, and included coordinating the efforts of the hundreds of volunteers they train to assist the schools with educational problems. While the total impact of this program cannot be directly judged because of its pervasive nature, there were three parts where measurement was possible:

Clothing. There were 750 children to whom new clothing was given, of whom about 550 had pre- and post-teacher evaluations available. These predominantly elementary school students were well below average in almost every aspect of their teacher evaluations; their classroom performance dropped more during the year than did their school adjustment, which dropped slightly. Supplying clothing does not by itself correct educational difficulties. However, the clothing undoubtedly enabled many students to stay in school and thus prevented their falling even farther behind.

Volunteer Tutoring. Tutoring took place on a one-to-one basis in many areas, not just in reading and arithmetic. Records were available for 34 of the many students tutored. These were in the elementary grades, and as a group they showed positive gains in classroom performance and in school adjustment, although they were considerably behind their classmates in reading and arithmetic and had a large number of absences.

Widening Horizons. 1969-70 was the fourth year of this organized junior high school program. Students participating in the program made decided gains in both classroom performance and in school adjustment. At the end of the year, teachers reported them to be above average in both reading and arithmetic, although their absence rate was higher than for others in their grade.

The Urban Service Corps is a high priority program, serving not only as a catalyst for obtaining invaluable volunteer assistance from many sources in the community but because of its innovative nature, seeking out as it does those students and their families who most need assistance. In this regard the work of the Corps closely parallels that of the Pupil Personnel Teams.

Priority 1-A (Continued)

Classroom Assistance (Elementary)

Although there is no direct evidence that having a teacher aide in the classroom increases either the scholastic achievement or the school adjustment of the students in these classrooms, there is no doubt that teacher aides are highly desired by both teachers and administrators and that their presence in the classroom does improve the educational climate. The effectiveness of the program, however, was marred somewhat by the use of teacher aides to take over classes when teachers were not present, and by the feeling on the part of the aides that they were being spread too thin. Changes in the program planned for the 1970-71 school year should alleviate many of the previous difficulties.

Priority 1-B

Physical Fitness (Elementary)

The students in this program made positive gains in both classroom performance and in school adjustment. The program, which had five times as many boys enrolled as girls, served the upper elementary grades and in some situations continued on into the junior high grades. These students had better than average attendance and were well above average in having supportive families. The cost of the program was relatively high and served a relatively small number of students. The program was restricted in many ways because of its dependence upon cafeteria and gymnasium facilities in junior high schools.

Reading Incentive Seminar (Secondary)

Students in this program did not improve in either classroom performance or in school adjustment in 1969-70 as they had in previous years. The amount of absences appeared to be less than for other students of their age and grade. While the objectives of the program met the overall requirements for Title I, the students in the program were not particularly low in reading ability. More effort should be made to include students who are retarded in reading. This was a relatively inexpensive program as far as cost per pupil is concerned, and was one which principals and administrators found very desirable.

Gonzaga Prep Experiment (Secondary)

This program was an outstanding example of public school/non-public school cooperation to attempt to solve the educational problems of inner-city students. The 30 boys in this 7th-grade class were selected from both public and parochial Title I schools as having average or above intelligence but lacking sufficient motivation and family support for possible college

Priority 1-B (Continued)

Gonzaga Prep Experiment (Continued)

attendance. Most of these boys amply demonstrated their ability to master the demanding curriculum and to adjust to the quite different educational climate of Gonzaga High School.

It is believed that solution of some of the problems met in this program will assist greatly in developing public school curricula.

This was the first year of a two-year program, only partially supported by Title I funds.

Experimental Staffing Patterns (Secondary)

Because of the fact that the effect of changes in staffing patterns is not directly reflected in the performance of students, it was very difficult to obtain "hard data" on the effectiveness of this program. Interviews with program directors and school principals revealed that the addition of more adults (vice principals and teacher aides) and their assistance in the successful functioning of Title I programs increased the efficiency and effectiveness of the whole Title I effort in the secondary schools.

Introduction to Data Processing (Secondary)

This program was modeled after the Data Processing Program at Cardozo High School. The cost of the program was relatively high and the number of students rather small. Like its counterpart at Cardozo, it succeeded in placing for employment all the graduates of the program. It has yet to be demonstrated that this program will assist those students who are seriously retarded in reading or arithmetic skills.

Urban Journalism (Secondary)

This was a very innovative program of the type much needed to open up the vistas of job opportunities to Title I students. The students in this program improved in almost every category of their teachers' evaluations. The cost of the program in Title I funds was relatively small as the project had additional support from other sources. The number of students involved was relatively small, and it would appear that those in the program were not the ones who were retarded in either reading or arithmetic, but were well above average to begin with in school adjustment. The aspect of paying students to attend this program (other than for reimbursement for transportation) needs to be carefully considered.

Community School (Model School Division)

The effect of this program on student scholastic performance is not apparent at this time since to adequately evaluate its impact on either the students or on the community would require an in-depth study beyond the scope of the present contract. This program is recommended for continuation based on the non-statistical evidence that the program was properly oriented and functioned well. This program provided one method of increasing parental and community involvement in the educational process.

Teacher Aide Program (Model School Division)

Evidence from the Teacher Aide Questionnaires filled out by principals, teachers, and teacher aides indicates that teacher aides were highly useful and desired in the elementary schools, and that there were not enough of them. Although there was no direct statistical evidence that students in classrooms having teacher aides performed better than in those without aides, the addition of aides to the classroom and the school undoubtedly improved the educational climate in these schools.

Cardozo Data Processing (Model School Division)

1969-70 was the third year of this program, which continued to place all of its graduates in jobs. The program was small and the cost rather high. Efforts should be made to reach more students who are more retarded in reading and arithmetic.

PRIORITY 2

Audio-Visual Services

This program was very much desired by principals and teachers, and was approved by the advisory groups. The effects upon the reading and arithmetic performance of students are difficult to measure directly. This program provided funds for additional training of teachers and assistants in the use of visual-aid equipment as well as for repairs of this equipment, over and above the support normally provided from non-Title I funds.

Strengthening Instructional Services (Elementary)

This was a teacher training program with emphasis on diagnosis and treatment of learning deficiencies. It is difficult to measure directly the impact of the program on academic achievement of students of the teachers in the program. It was a relatively inexpensive program, and was designed to increase the competence of teachers in dealing with the problems of inner-city students, particularly in the area of reading.

Priority 2 (Continued)

Health and Psychological Services (Elementary)

This program was rated as being only moderately effective by 77% of the principals who were asked to rate this and other Title I programs on a questionnaire. This rating was based mainly on the fact that the health aides were trained late in the school year, thus giving the program a late start. Most teachers, according to a questionnaire filled out by them, gave the program a favorable rating.

Cultural Enrichment (Elementary)
Cultural Enrichment (Secondary)
Cultural Enrichment (Model School Division)
Cultural Enrichment (Non-public schools)

Objective evidence as to the effects of cultural enrichment programs upon Title I students is not possible to obtain. It is reasonable to expect that the activities of these programs should affect their cultural growth and their greater appreciation of education. These programs were highly desired by the school staff and teachers, and were recommended for continuation by the Title I advisory groups. It is difficult to arrive at a balance between the gains from a morning spent on a field trip against the same amount of time spent in the classroom. Undoubtedly both are necessary, particularly where the field trip directly reinforces the learning situation. The cost of all of these programs was relatively low.

English in Every Classroom (Model School Division)

Because of the all-inclusive nature of this program it was not possible to determine what its specific effects were on the Title I students. The program was considered highly effective in previous years in the one junior high school where it was conducted, and was expanded in 1969-70 to three schools. This year's program was highly recommended by the principals of all three schools. The cost per pupil was relatively low.

PRIORITY 3

Project READ (Elementary)

Project READ appeared to be ineffective as a remedial reading course to bring under-achieving inner-city children up to or above grade level in reading. Teachers who used the program expressed the desire to continue to use READ materials but in conjunction with some other method or materials.

Priority 3 (Continued)

Mathematics Clinic (Secondary)

This program has not developed satisfactorily, and attendance of the students enrolled was very irregular. The cost of the program was relatively low and the number of students served rather small. Information obtained from teacher evaluations of the students in the program has been inconclusive. The program might have been more effective had it been conducted during regular school hours rather than before and after school. Greater efforts should be made to work with students who have not developed satisfactory skills or motivation in arithmetic. The changes planned for continuation of the program in the 1970-71 school year should produce better results.

PROJECTS WITH SEPARATE EVALUATIONS

Follow-Through Project - Morgan School
- Nichols Avenue School

Elementary and Secondary Staff Development (Model School Division)

Since evaluations of these programs were carried out by other evaluators, they were not included under the present contract.

RECOMMENDATIONS

1. Information on individual students should continue to be obtained from the classroom teacher on a longitudinal basis in order to determine the effects of Title I programs on the classroom performance and school adjustment as well as on other aspects of the educational problems of students in the Title I area.

2. Greater efforts should be made in assisting boys to overcome their reading and other academic difficulties, particularly in the elementary grades. There are twice as many boys as girls who are retarded in reading in elementary schools.

3. Secondary school programs should make a more concerted effort to assist identified students, particularly those who are two years or more behind their peers in reading and arithmetic, as well as those who have other educational problems. Most of the present programs, while highly desirable for many Title I students, appear to draw their participants from those above average in classroom performance and school adjustment.

4. Efforts should be made to reduce the number of students who repeat the same grade a second year. In the target area schools during the 1969-70 school year, almost 20% of the boys and 15% of the girls repeated the 1st grade; also in the grades above the 3rd, 34% of the boys and 18% of the girls were two years or more behind normal grade level. (In accordance with the policy of the D.C. schools, children normally enter the 1st grade in the calendar year in which they become six years of age.) Most of the research concerning grade retention shows that those students who are kept back do not make up their deficiencies by the extra year but actually drop farther behind.

5. A permanent identification number should be assigned to all students in the D.C. School System. This is needed to efficiently process Title I information, and would considerably decrease the clerical load of gathering and processing all pertinent information concerning students needed for evaluation. The movement of students in and out of the Title I area substantially increases the difficulty in assembling this information.

6. In addition to the present system of overall assessment of the effects of Title I programs through the measurement of changes in student classroom performance and school adjustment based upon classroom teacher evaluations, it is recommended that certain of the Title I programs, particularly those where the interaction of the school and community are involved, be evaluated in depth. While the ultimate goal of all Title I programs is to overcome the educational handicaps of Title I students, intermediate goals are necessary to measure progress.

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- Parent and Community Involvement Questionnaire for Classroom Teachers
- Title I Questionnaire for Principals (1969-70)
- Reading Incentive Seminar Program, 1969-70 - Student Interview
- Pre-Prep Program - Gonzaga High School (1969-70)
- Urban Journalism Workshop (1969-70)

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

1. HOW WELL DOES HE APPLY HIMSELF TO HIS SCHOOL WORK?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%		%	N	%	N	%	N	%
HIGH	1	82	15	69	9	119	16	82	10	81	11	81	12	87	12
	2	95	17	147	20	137	19	184	22	157	21	123	18	133	19
	3	177	32	184	25	165	23	215	26	207	27	152	22	177	25
	4	103	19	168	23	156	21	186	22	146	19	169	25	169	24
LOW	5	92	17	176	24	149	21	168	20	172	23	163	24	132	19
SUBTOTAL		549	100	744	100	726	100	835	100	763	100	688	100	698	100
MEAN		3.05		3.32		3.11		3.21		3.22		3.31		3.18	
STD. DEV.		1.28		1.28		1.37		1.26		1.29		1.32		1.29	
UNKNOWN		2		2		1		2		6		4		6	
OMITTED		4		3		3		4		2		3		6	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%		%	N	%	N	%	N	%
HIGH	1	133	23	155	20	168	23	166	20	164	22	128	18	130	20
	2	140	24	186	24	169	23	231	28	185	25	166	23	182	28
	3	181	31	186	24	193	27	238	29	214	28	211	29	191	30
	4	91	16	148	19	118	16	114	14	124	16	139	19	87	13
LOW	5	42	7	90	12	79	11	84	10	66	9	81	11	57	9
SUBTOTAL		587	100	765	100	727	100	833	100	753	100	725	100	647	100
MEAN		2.61		2.78		2.69		2.66		2.66		2.83		2.63	
STD. DEV.		1.20		1.29		1.29		1.23		1.23		1.24		1.20	
UNKNOWN				4				4		3		2		4	
OMITTED		5		3		2		4		5		2		6	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

1. HOW WELL DOES HE APPLY HIMSELF TO HIS SCHOOL WORK?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	87	12	45	8	40	8	14	4	31	10	30	12	18	9
	2	133	19	103	18	85	16	54	15	44	14	53	20	31	16
	3	177	25	126	21	152	29	84	23	81	25	86	33	68	35
	4	169	24	129	22	109	21	109	30	63	20	49	19	45	23
LOW	5	132	19	185	31	138	26	102	28	101	32	42	16	30	16
SUBTOTAL		698	100	588	100	524	100	363	100	320	100	260	100	192	100
MEAN		3.18		3.52		3.42		3.64		3.50		3.08		3.20	
STD. DEV.		1.29		1.30		1.25		1.15		1.32		1.22		1.16	
UNKNOWN		6		19		17		23		21		16		16	
OMITTED		6		24		10		7		6		2		3	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	130	20	112	19	90	16	46	11	67	18	60	20	47	18
	2	182	28	136	23	118	21	85	20	100	27	93	31	72	27
	3	191	30	154	26	158	29	137	33	97	27	78	26	95	36
	4	87	13	102	17	96	17	90	22	52	14	43	14	27	10
LOW	5	57	9	82	14	91	16	59	14	49	13	28	9	22	8
SUBTOTAL		647	100	586	100	553	100	417	100	365	100	302	100	263	100
MEAN		2.63		2.84		2.96		3.07		2.77		2.62		2.64	
STD. DEV.		1.20		1.31		1.30		1.19		1.28		1.21		1.14	
UNKNOWN		4		17		12		9		21		13		22	
OMITTED		6		35		8		4		10		2		3	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

2. HOW FAVORABLE IS HIS ATTITUDE TOWARD SCHOOL?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%		%	N	%	N	%	N	%
HIGH	1	134	25	106	14	138	19	122	15	99	13	100	15	110	16
	2	121	22	180	24	162	22	225	27	199	26	129	19	149	21
	3	173	32	230	31	193	27	220	26	216	28	195	28	222	32
	4	85	16	136	18	145	20	166	20	143	19	156	23	140	20
LOW	5	31	6	89	12	87	12	102	12	105	14	107	16	75	11
SUBTOTAL		544	100	741	100	725	100	835	100	762	100	687	100	696	100
MEAN		2.56		2.89		2.84		2.88		2.94		3.06		2.89	
STD. DEV.		1.18		1.21		1.28		1.24		1.23		1.27		1.21	
UNKNOWN		7		4		1		3		6		5		5	
OMITTED		4		4		4		3		3		3		9	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%		%	N	%	N	%	N	%
HIGH	1	185	32	185	24	205	28	206	25	202	27	138	19	167	26
	2	148	25	221	29	175	24	263	32	212	28	213	29	201	31
	3	183	31	210	27	220	30	224	27	211	28	244	34	169	26
	4	54	9	98	13	83	11	94	11	93	12	82	11	70	11
LOW	5	17	3	51	7	43	6	46	6	32	4	49	7	39	6
SUBTOTAL		587	100	765	100	726	100	833	100	750	100	726	100	646	100
MEAN		2.27		2.49		2.43		2.41		2.39		2.57		2.40	
STD. DEV.		1.09		1.18		1.18		1.14		1.13		1.12		1.16	
UNKNOWN				4		1		4		5		1		5	
OMITTED		5		3		2		4		6		2		6	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

2. HOW FAVORABLE IS HIS ATTITUDE TOWARD SCHOOL?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	110	16	59	10	47	9	25	7	43	13	44	17	23	12
	2	149	21	109	19	111	21	56	15	47	14	67	26	52	26
	3	222	32	132	22	148	28	94	26	92	28	76	29	68	34
	4	140	20	101	17	83	16	102	28	54	17	45	17	37	19
LOW	5	75	11	188	32	139	26	86	24	89	27	30	11	20	10
SUBTOTAL		696	100	589	100	528	100	363	100	325	100	262	100	200	100
MEAN		2.89		3.42		3.30		3.46		3.30		2.81		2.90	
STD. DEV.		1.21		1.36		1.30		1.20		1.36		1.23		1.14	
UNKNOWN		5		16		13		23		15		15		7	
OMITTED		9		26		10		7		7		1		4	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	167	26	135	23	105	19	61	15	74	20	83	27	70	25
	2	201	31	146	25	128	23	88	21	115	31	74	24	85	30
	3	169	26	142	24	154	28	136	33	87	23	82	27	85	30
	4	70	11	81	14	93	17	73	18	46	12	40	13	22	8
LOW	5	39	6	89	15	76	14	55	13	49	13	25	8	17	6
SUBTOTAL		646	100	593	100	556	100	413	100	371	100	304	100	279	100
MEAN		2.40		2.74		2.83		2.93		2.68		2.51		2.39	
STD. DEV.		1.16		1.35		1.29		1.23		1.29		1.25		1.12	
UNKNOWN		5		9		9		11		15		12		7	
OMITTED		6		36		8		6		10		1		2	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

3. HOW WELL DOES HE GET ALONG WITH OTHER STUDENTS?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%		%	N	%	N	%	N	%
HIGH	1	99	18	98	13	103	14	112	13	93	12	74	11	115	17
	2	128	23	183	25	162	22	218	26	186	24	152	22	197	28
	3	219	40	298	40	283	39	271	32	289	38	286	42	244	35
	4	63	12	100	14	124	17	143	17	131	17	121	18	107	15
LOW	5	38	7	60	8	52	7	91	11	67	9	53	8	29	4
SUBTOTAL		547	100	739	100	724	100	835	100	766	100	686	100	692	100
MEAN		2.66		2.78		2.81		2.86		2.86		2.89		2.62	
STD. DEV.		1.11		1.09		1.10		1.18		1.11		1.06		1.06	
UNKNOWN		2		4		2		2		3		6		5	
OMITTED		6		6		4		4		2		3		13	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	148	25	158	21	137	19	157	19	138	18	106	15	126	20
	2	140	24	220	29	206	28	265	32	230	31	222	31	222	35
	3	216	37	257	34	259	36	276	33	260	35	260	36	188	29
	4	64	11	91	12	93	13	90	11	91	12	94	13	79	12
LOW	5	18	3	38	5	33	5	43	5	33	4	43	6	27	4
SUBTOTAL		586	100	764	100	728	100	831	100	752	100	725	100	642	100
MEAN		2.43		2.52		2.56		2.52		2.54		2.65		2.47	
STD. DEV.		1.07		1.10		1.07		1.07		1.06		1.07		1.07	
UNKNOWN		1		3				4		3		1		5	
OMITTED		5		5		1		6		6		3		10	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

3. HOW WELL DOES HE GET ALONG WITH OTHER STUDENTS?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	115	17	75	13	76	15	35	10	55	17	67	26	44	22
	2	197	28	143	25	141	27	103	28	76	23	90	35	57	29
	3	244	35	234	41	230	45	166	46	129	40	78	30	80	40
	4	107	15	87	15	53	10	49	14	45	14	15	6	15	8
LOW	5	29	4	37	6	15	3	9	2	19	6	6	2	4	2
SUBTOTAL		692	100	576	100	515	100	362	100	324	100	256	100	200	100
MEAN		2.62		2.77		2.59		2.71		2.68		2.23		2.39	
STD. DEV.		1.06		1.06		0.96		0.91		1.09		0.98		0.97	
UNKNOWN		5		30		24		24		16		21		6	
OMITTED		13		25		12		7		7		1		5	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	126	20	109	18	110	20	95	16	83	23	113	38	82	29
	2	222	35	176	30	148	27	112	27	122	33	80	27	95	34
	3	188	29	211	36	228	41	158	46	130	36	85	29	87	31
	4	79	12	75	13	51	9	38	9	15	4	14	5	9	3
LOW	5	27	4	20	3	16	3	7	2	16	4	6	2	7	3
SUBTOTAL		642	100	591	100	553	100	410	100	366	100	298	100	280	100
MEAN		2.47		2.53		2.48		2.54		2.34		2.06		2.16	
STD. DEV.		1.07		1.04		1.00		0.92		1.01		1.01		0.97	
UNKNOWN		5		12		11		12		20		17		6	
OMITTED		10		35		9		8		10		2		2	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

4. DOES HIS SPEECH PATTERN INTERFERE WITH HIS ABILITY TO COMMUNICATE WITH MOST ADULTS?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	29	6	47	6	33	5	32	4	23	3	19	3	36	5
	2	53	10	79	11	60	8	84	10	53	7	61	9	82	12
	3	170	32	185	25	232	32	216	26	202	27	222	33	199	29
	4	94	18	167	23	158	22	181	22	185	25	157	23	162	24
LOW	5	181	34	251	34	239	33	314	38	278	38	216	32	204	30
SUBTOTAL		527	100	729	100	722	100	827	100	741	100	675	100	683	100
MEAN		3.65		3.68		3.71		3.80		3.87		3.73		3.61	
STD. DEV.		1.20		1.23		1.14		1.16		1.09		1.09		1.18	
UNKNOWN		18		9		2		3		17		5		8	
OMITTED		10		11		6		11		13		15		19	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	25	4	50	7	31	4	37	4	21	3	23	3	35	5
	2	38	7	75	10	62	9	92	11	61	8	81	11	64	10
	3	169	30	221	29	197	27	218	26	179	25	198	28	156	24
	4	94	17	131	17	141	19	155	19	155	21	150	21	168	26
LOW	5	232	42	278	37	294	41	326	39	307	42	264	37	215	34
SUBTOTAL		558	100	755	100	725	100	828	100	723	100	716	100	638	100
MEAN		3.84		3.68		3.83		3.77		3.92		3.77		3.73	
STD. DEV.		1.17		1.25		1.17		1.21		1.12		1.15		1.18	
UNKNOWN		20		8		1		5		16		3		8	
OMITTED		14		9		3		8		22		10		11	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

4. DOES HIS SPEECH PATTERN INTERFERE WITH HIS ABILITY TO COMMUNICATE WITH MOST ADULTS?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	36	5	13	2	15	3	12	3	23	8	12	5	12	6
	2	82	12	61	11	33	7	23	6	47	15	30	12	19	10
	3	199	29	206	36	171	34	158	44	83	27	62	26	60	31
	4	162	24	132	23	131	26	71	20	86	28	29	12	39	20
LOW	5	204	30	160	28	154	31	96	27	67	22	110	45	62	32
SUBTOTAL		683	100	572	100	504	100	360	100	306	100	243	100	192	100
MEAN		3.61		3.64		3.75		3.60		3.42		3.80		3.63	
STD. DEV.		1.18		1.07		1.05		1.05		1.20		1.27		1.21	
UNKNOWN		8		28		35		24		32		26		9	
OMITTED		19		31		12		9		9		9		10	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	35	5	12	2	27	5	19	5	31	9	10	4	9	3
	2	64	10	61	10	59	12	30	7	50	14	20	7	20	7
	3	156	24	152	26	134	26	139	34	84	24	53	19	81	30
	4	168	26	168	28	119	23	75	18	89	25	44	15	38	14
LOW	5	215	34	198	34	171	34	144	35	100	28	158	55	124	46
SUBTOTAL		638	100	591	100	510	100	407	100	354	100	285	100	272	100
MEAN		3.73		3.81		3.68		3.72		3.50		4.12		3.91	
STD. DEV.		1.18		1.07		1.20		1.16		1.27		1.15		1.16	
UNKNOWN		8		11		51		14		30		19		7	
OMITTED		11		36		12		9		12		13		9	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

5. DOES HE VOLUNTARILY PARTICIPATE IN CLASSROOM ACTIVITIES?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	136	25	113	15	126	18	130	16	120	16	80	12	105	15
	2	96	18	152	21	162	23	202	25	171	22	144	21	160	23
	3	134	25	240	33	216	30	256	31	239	31	196	29	205	30
	4	86	16	125	17	133	19	131	16	136	18	145	21	135	20
LOW	5	87	16	105	14	81	11	98	12	95	12	114	17	83	12
SUBTOTAL		539	100	735	100	718	100	817	100	761	100	679	100	688	100
MEAN		2.80		2.94		2.83		2.83		2.89		3.10		2.90	
STD. DEV.		1.40		1.25		1.24		1.22		1.23		1.25		1.23	
UNKNOWN		2		3				2		3		5		5	
OMITTED		14		11		12		22		7		11		17	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	187	32	157	21	153	21	171	21	176	24	112	16	121	19
	2	117	20	180	24	191	26	222	27	206	28	188	26	221	35
	3	154	27	236	31	222	31	256	31	214	29	239	33	168	26
	4	60	10	109	15	96	13	106	13	90	12	114	16	87	14
LOW	5	58	10	69	9	61	8	65	8	59	8	61	9	41	6
SUBTOTAL		576	100	751	100	723	100	820	100	745	100	714	100	638	100
MEAN		2.45		2.67		2.61		2.60		2.53		2.75		2.54	
STD. DEV.		1.31		1.22		1.20		1.18		1.20		1.15		1.13	
UNKNOWN				5				3		2		1		4	
OMITTED		16		16		6		18		14		14		15	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

5. DOES HE VOLUNTARILY PARTICIPATE IN CLASSROOM ACTIVITIES?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	105	15	56	10	39	8	24	7	31	11	31	14	15	8
	2	160	23	87	15	79	16	60	17	38	14	53	23	39	21
	3	205	30	139	24	162	32	118	33	76	27	71	31	69	37
	4	135	20	121	21	112	22	83	23	55	20	28	12	39	21
LOW	5	83	12	169	30	116	23	73	20	81	29	45	20	23	12
SUBTOTAL		688	100	572	100	508	100	358	100	281	100	228	100	185	100
MEAN		2.90		3.45		3.37		3.34		3.42		3.01		3.09	
STD. DEV.		1.23		1.32		1.21		1.17		1.32		1.30		1.11	
UNKNOWN		5		28		23		25		53		46		15	
OMITTED		17		31		20		10		13		4		11	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	121	19	110	19	103	19	43	11	68	21	70	26	38	15
	2	221	35	144	25	121	23	87	21	56	18	71	26	73	29
	3	168	26	156	27	163	31	153	38	112	35	65	24	84	33
	4	87	14	75	13	84	16	85	21	43	14	34	13	35	14
LOW	5	41	6	91	16	63	12	39	10	38	12	30	11	21	8
SUBTOTAL		638	100	576	100	534	100	407	100	317	100	270	100	251	100
MEAN		2.54		2.81		2.78		2.98		2.77		2.57		2.71	
STD. DEV.		1.13		1.32		1.26		1.11		1.26		1.30		1.14	
UNKNOWN		4		23		21		15		68		39		24	
OMITTED		15		39		18		8		11		8		13	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

6, HOW SUPPORTIVE IS HIS FAMILY OF HIS SCHOOL EFFORTS?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	121	23	122	17	110	16	125	16	147	20	111	17	118	19
	2	111	21	148	21	130	19	183	23	143	20	122	19	142	23
	3	143	27	201	28	202	30	213	27	221	30	182	28	184	30
	4	98	19	126	18	132	19	150	19	116	16	125	19	92	15
LOW	5	50	10	115	16	108	16	115	15	98	14	112	17	76	12
SUBTOTAL		523	100	712	100	682	100	786	100	725	100	652	100	612	100
MEAN		2.70		2,95		3,00		2,93		2.83		3,01		2.78	
STD, DEV,		1.27		1,31		1,29		1,28		1,30		1,32		1.27	
UNKNOWN		19		25		34		37		35		29		73	
OMITTED		13		12		14		18		11		14		25	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	146	27	134	18	124	18	130	16	168	24	133	19	117	21
	2	104	19	152	21	126	18	201	25	160	23	150	22	149	26
	3	191	35	220	30	239	35	251	32	223	32	232	34	175	31
	4	61	11	137	19	117	17	130	16	96	14	97	14	75	13
LOW	5	41	8	83	11	79	12	80	10	50	7	73	11	48	9
SUBTOTAL		543	100	726	100	685	100	792	100	697	100	685	100	564	100
MEAN		2,53		2,84		2,86		2,78		2,57		2,75		2.62	
STD, DEV,		1,21		1,25		1,23		1,20		1,20		1,22		1.19	
UNKNOWN		35		35		41		32		45		35		72	
OMITTED		14		11		3		17		19		9		21	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

6. HOW SUPPORTIVE IS HIS FAMILY OF HIS SCHOOL EFFORTS?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	118	19	48	10	62	15	31	10	16	9	50	24	21	19
	2	142	23	87	19	87	21	49	16	27	15	35	17	24	22
	3	184	30	130	28	140	33	98	31	59	33	70	33	36	32
	4	92	15	104	22	57	14	89	28	33	18	30	14	12	11
LOW	5	76	12	97	21	76	18	47	15	44	25	24	11	18	16
SUBTOTAL		612	100	466	100	422	100	314	100	179	100	209	100	111	100
MEAN		2.78		3.25		3.00		3.23		3.35		2.73		2.84	
STD. DEV.		1.27		1.26		1.28		1.17		1.25		1.29		1.31	
UNKNOWN		73		135		117		66		157		67		88	
OMITTED		25		30		12		13		11		2		12	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
HIGH	1	117	21	76	18	85	19	45	12	44	21	82	32	39	21
	2	149	26	98	23	87	20	76	20	42	20	41	16	54	29
	3	175	31	141	33	151	34	122	32	67	33	84	33	59	32
	4	75	13	55	13	68	15	92	24	17	8	32	13	18	10
LOW	5	48	9	59	14	48	11	44	12	35	17	16	6	17	9
SUBTOTAL		564	100	429	100	439	100	379	100	205	100	255	100	187	100
MEAN		2.62		2.82		2.79		3.04		2.79		2.45		2.57	
STD. DEV.		1.19		1.26		1.23		1.18		1.34		1.23		1.18	
UNKNOWN		72		170		122		42		177		58		97	
OMITTED		21		39		12		9		14		4		4	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

7. HOW MANY MONTHS HAS HE BEEN IN THE SAME CLASSROOM?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
MONTHS	0	2	0	49	7	11	2	19	2	3	0	3	0	26	4
	1	3	1	13	2	14	2	18	2	14	2	5	1	2	0
	2	6	1	9	1	13	2	10	1	8	1	1	0	7	1
	3	7	1	10	1	7	1	8	1	10	1	10	1	9	1
	4	6	1	16	2	18	3	6	1	7	1	13	2	26	4
	5	17	3	21	3	34	5	25	3	38	5	9	1	17	2
	6	11	2	21	3	19	3	27	3	28	4	15	2	10	1
	7	11	2	20	3	12	2	14	2	26	3	28	4	22	3
	8	40	7	40	6	62	9	69	8	61	8	35	5	42	6
	9	440	81	527	73	530	74	627	76	566	74	562	83	535	77
SUBTOTAL		543	100	726	100	720	100	823	100	761	100	681	100	696	100
MEAN		8.41		7.66		8.01		8.10		8.16		8.46		8.04	
STD. DEV.		1.56		2.71		2.12		2.13		1.83		1.49		2.21	
UNKNOWN						1				1				3	
OMITTED		12		23		9		18		9		14		11	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
MONTHS	0	0	0	51	7	5	1	20	2	2	0	1	0	24	4
	1	5	1	7	1	9	1	13	2	15	2	2	0	2	0
	2	10	2	12	2	17	2	5	1	11	1	5	1	3	0
	3	5	1	6	1	10	1	11	1	9	1	12	2	6	1
	4	16	3	14	2	22	3	9	1	11	1	7	1	20	3
	5	20	3	20	3	27	4	17	2	30	4	8	1	8	1
	6	11	2	20	3	20	3	41	5	27	4	14	2	11	2
	7	10	2	17	2	7	1	21	3	15	2	25	3	29	5
	8	40	7	40	5	61	8	84	10	73	10	23	3	51	8
	9	464	80	573	75	544	75	606	73	557	74	625	87	489	76
SUBTOTAL		581	100	760	100	722	100	827	100	750	100	722	100	643	100
MEAN		8.32		7.79		8.10		8.10		8.16		8.57		8.12	
STD. DEV.		1.67		2.62		1.98		2.04		1.86		1.34		2.10	
UNKNOWN														2	
OMITTED		11		12		7		14		11		7		12	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

7. HOW MANY MONTHS HAS HE BEEN IN THE SAME CLASSROOM?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%		%	N	%	N	%	N	%
MONTHS	0	26	4	11	2	4	1	2	1	2	1	0	0	1	1
	1	2	0	0	0	2	0	1	0	2	1	0	0	4	2
	2	7	1	0	0	1	0	1	0	1	0	0	0	5	3
	3	9	1	6	1	4	1	4	1	10	3	0	0	4	2
	4	26	4	8	1	5	1	6	2	5	2	2	1	3	2
	5	17	2	9	2	4	1	10	3	3	1	8	3	0	0
	6	10	1	15	3	39	7	9	2	1	0	3	1	0	0
	7	22	3	13	2	12	2	7	2	5	2	0	0	6	3
	8	42	6	25	4	48	9	11	3	21	7	1	0	3	2
	9	535	77	512	85	411	78	314	86	272	84	241	95	170	87
SUBTOTAL		696	100	599	100	530	100	365	100	322	100	255	100	196	100
MEAN		8.04		8.49		8.41		8.51		8.47		8.80		8.34	
STD. DEV.		2.21		1.59		1.44		1.44		1.61		0.88		1.95	
UNKNOWN		3		5		3		19		17		10		5	
OMITTED		11		27		18		9		8		13		10	
TOTAL		710		[illegible]		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
MONTHS	0	24	4	2	0	6	1	0	0	0	0	2	1	0	0
	1	2	0	0	0	2	0	0	0	1	0	0	0	5	2
	2	3	0	4	1	4	1	1	0	4	1	1	0	10	4
	3	6	1	10	2	1	0	2	0	10	3	1	0	7	3
	4	20	3	4	1	27	5	2	0	7	2	1	0	1	0
	5	8	1	10	2	7	1	10	2	1	0	10	3	1	0
	6	11	2	7	1	14	3	6	1	6	2	5	2	2	1
	7	29	5	12	2	10	2	5	1	4	1	3	1	2	1
	8	51	8	34	6	19	3	19	5	13	4	3	1	4	1
	9	489	76	515	86	466	84	359	89	319	87	266	91	248	89
SUBTOTAL		643	100	598	100	556	100	404	100	365	100	292	100	280	100
MEAN		8.12		8.59		8.37		8.71		8.52		8.66		8.38	
STD. DEV.		2.10		1.31		1.70		0.98		1.49		1.25		1.91	
UNKNOWN		2		1		4		9		19		4		3	
OMITTED		12		39		13		17		12		21		5	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

8. HOW MANY MONTHS HAVE YOU BEEN THE TEACHER IN HIS CLASSROOM?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
MONTHS	0	3	1	8	1	8	1	20	2	5	1	14	2	2	0
	1	13	2	49	7	25	3	22	3	14	2	8	1	30	4
	2	6	1	9	1	31	4	19	2	9	1	1	0	4	1
	3	7	1	17	2	4	1	15	2	8	1	7	1	19	3
	4	11	2	17	2	22	3	27	3	10	1	23	3	26	4
	5	11	2	17	2	27	4	16	2	25	3	18	3	26	4
	6	7	1	25	3	15	2	25	3	26	3	20	3	6	1
	7	10	2	15	2	19	3	21	3	23	3	30	4	31	4
	8	32	6	40	5	57	8	62	7	61	8	34	5	56	8
	9	443	82	534	73	513	71	601	73	578	76	525	77	490	71
SUBTOTAL		543	100	731	100	721	100	828	100	759	100	680	100	690	100
MEAN		8.29		7.73		7.79		7.84		8.21		8.15		7.88	
STD. DEV.		1.89		2.53		2.39		2.38		1.85		1.97		2.22	
UNKNOWN										1				3	
OMITTED		12		18		9		13		11		15		17	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
MONTHS	0	1	0	19	2	9	1	20	2	4	1	4	1	1	0
	1	23	4	48	6	19	3	23	3	14	2	5	1	25	4
	2	8	1	13	2	29	4	18	2	8	1	5	1	3	0
	3	5	1	11	1	8	1	13	2	5	1	7	1	20	3
	4	23	4	18	2	30	4	24	3	11	1	19	3	21	3
	5	16	3	13	2	24	3	10	1	29	4	22	3	17	3
	6	8	1	16	2	14	2	33	4	24	3	17	2	11	2
	7	8	1	11	1	20	3	23	3	23	3	28	4	40	6
	8	33	6	41	5	52	7	79	10	64	9	25	3	76	12
	9	457	79	573	75	518	72	587	71	569	76	590	82	431	67
SUBTOTAL		582	100	763	100	723	100	830	100	751	100	722	100	645	100
MEAN		8.09		7.74		7.80		7.85		8.22		8.35		7.90	
STD. DEV.		2.12		2.64		2.36		2.35		1.80		1.65		2.12	
UNKNOWN															
OMITTED		10		9		6		11		10		7		12	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

8. HOW MANY MONTHS HAVE YOU BEEN THE TEACHER IN HIS CLASSROOM?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
MONTHS	0	2	0	13	2	1	0	1	0	8	2	13	5	8	4
	1	30	4	0	0	9	2	2	1	2	1	0	0	1	1
	2	4	1	38	6	1	0	1	0	1	0	0	0	3	2
	3	19	3	17	3	13	2	25	7	7	2	0	0	4	2
	4	26	4	5	1	5	1	3	1	21	6	2	1	3	2
	5	26	4	6	1	9	2	7	2	1	0	7	3	0	0
	6	6	1	21	4	54	10	9	2	5	2	2	1	0	0
	7	31	4	23	4	9	2	4	1	4	1	0	0	6	3
	8	56	8	23	4	36	7	11	3	18	5	5	2	4	2
	9	490	71	452	76	397	74	303	83	261	80	230	89	164	85
SUBTOTAL		690	100	598	100	534	100	366	100	328	100	259	100	193	100
MEAN		7.88		7.89		8.17		8.26		8.13		8.36		8.19	
STD. DEV.		2.22		2.35		1.75		1.85		2.10		2.09		2.25	
UNKNOWN		3		4		2		19		10		6		5	
OMITTED		17		29		15		8		9		13		13	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
MONTHS	0	1	0	1	0	1	0	0	0	5	1	6	2	8	3
	1	25	4	0	0	1	0	0	0	0	0	0	0	1	0
	2	3	0	43	7	4	1	0	0	3	1	1	0	0	0
	3	20	3	4	1	8	1	9	2	9	2	1	0	6	2
	4	21	3	29	5	62	11	2	0	31	8	1	0	2	1
	5	17	3	5	1	12	2	5	1	2	1	9	3	1	0
	6	11	2	27	5	27	5	2	0	14	4	2	1	2	1
	7	40	6	24	4	4	1	4	1	4	1	1	0	13	5
	8	76	12	54	9	15	3	18	4	9	2	10	3	5	2
	9	431	67	410	69	427	76	371	90	298	79	267	89	235	86
SUBTOTAL		645	100	597	100	561	100	411	100	375	100	293	100	273	100
MEAN		7.90		7.86		8.01		8.72		8.09		8.57		8.39	
STD. DEV.		2.12		2.15		1.93		1.07		2.01		1.57		1.45	
UNKNOWN				1		2		5		9		4		4	
OMITTED		12		40		10		14		12		20		11	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

9. UNCOOPERATIVE -- COOPERATIVE

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
UNCOOP.	1	33	6	66	9	48	7	82	10	80	10	80	12	47	7
	2	51	9	91	12	111	15	122	15	115	15	119	17	106	15
	3	178	33	244	33	200	28	223	27	225	29	182	26	179	26
	4	114	21	165	22	153	21	222	27	176	23	158	23	163	24
COOP.	5	171	31	175	24	210	29	187	22	167	22	149	22	189	28
SUBTOTAL		547	100	741	100	722	100	836	100	763	100	688	100	684	100
MEAN		3.62		3.39		3.51		3.37		3.31		3.26		3.50	
STD. DEV.		1.19		1.22		1.24		1.25		1.26		1.29		1.23	
OMITTED		8		8		9		5		8		7		27	
TOTAL		555		749		731		841		771		695		711	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
UNCOOP.	1	18	3	28	4	18	2	30	4	32	4	31	4	29	5
	2	42	7	68	9	78	11	77	9	72	10	71	10	53	8
	3	160	27	210	28	198	27	190	23	179	24	198	27	146	23
	4	125	21	211	28	176	24	213	26	178	24	191	26	184	29
COOP.	5	241	41	244	32	257	35	321	39	287	38	234	32	227	36
SUBTOTAL		586	100	761	100	727	100	831	100	748	100	725	100	639	100
MEAN		3.90		3.76		3.79		3.86		3.82		3.73		3.82	
STD. DEV.		1.11		1.11		1.11		1.14		1.17		1.14		1.14	
OMITTED		6		11		2		11		14		4		19	
TOTAL		592		772		729		842		762		729		658	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

9. UNCOOPERATIVE -- COOPERATIVE

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
UNCOOP.	1	47	7	114	19	58	11	37	10	48	14	20	7	4	2
	2	106	15	102	17	83	16	68	19	52	16	18	7	13	7
	3	179	26	122	21	149	28	113	31	99	30	88	33	55	28
	4	163	24	125	21	124	24	82	23	63	19	46	17	52	27
COOP.	5	189	28	125	21	110	21	62	17	73	22	97	36	70	36
SUBTOTAL		684	100	588	100	524	100	362	100	335	100	269	100	194	100
MEAN		3.50		3.08		3.28		3.18		3.18		3.68		3.88	
STD. DEV.		1.23		1.42		1.27		1.22		1.32		1.23		1.04	
OMITTED		27		44		27		31		12		10		18	
TOTAL		711		632		551		393		347		279		212	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
UNCOOP.	1	29	5	51	9	39	7	25	6	35	9	14	5	13	5
	2	53	8	80	14	73	13	62	15	28	7	25	8	10	4
	3	146	23	111	19	127	23	131	31	109	29	73	24	58	21
	4	184	29	126	21	142	26	103	24	104	27	61	20	74	27
COOP.	5	227	36	221	38	175	31	101	24	104	27	135	44	121	44
SUBTOTAL		639	100	589	100	556	100	422	100	380	100	308	100	276	100
MEAN		3.82		3.66		3.61		3.46		3.56		3.90		4.01	
STD. DEV.		1.14		1.33		1.25		1.17		1.22		1.18		1.10	
OMITTED		19		50		18		8		17		9		12	
TOTAL		658		639		574		430		397		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

10. ALERT -- DULL

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
ALERT	1	128	23	118	16	115	16	115	14	122	16	86	13	124	18
	2	89	16	130	18	150	21	182	22	141	19	147	21	159	23
	3	166	30	222	30	227	31	278	33	266	35	206	30	178	26
	4	100	18	154	21	144	20	145	17	139	18	135	20	145	21
DULL	5	65	12	116	16	89	12	115	14	94	12	114	17	77	11
SUBTOTAL		548	100	740	100	725	100	835	100	762	100	688	100	683	100
MEAN		2.79		3.03		2.92		2.96		2.92		3.06		2.84	
STD. DEV.		1.31		1.28		1.23		1.22		1.22		1.25		1.26	
OMITTED		7		9		4		6		9		7		26	
TOTAL		555		749		729		841		771		695		709	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
ALERT	1	175	30	184	24	150	21	161	19	181	24	121	17	125	20
	2	118	20	162	21	165	23	213	26	168	22	150	21	185	29
	3	172	29	226	30	223	31	284	34	226	30	246	34	206	32
	4	64	11	122	16	125	17	103	12	110	15	132	18	86	14
DULL	5	56	10	69	9	64	9	68	8	62	8	76	10	34	5
SUBTOTAL		585	100	763	100	727	100	829	100	747	100	725	100	636	100
MEAN		2.50		2.65		2.71		2.64		2.60		2.85		2.56	
STD. DEV.		1.28		1.25		1.22		1.17		1.23		1.21		1.11	
OMITTED		7		9		2		11		13		4		20	
TOTAL		592		772		729		840		760		729		656	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

10. ALERT -- DULL

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
ALERT	1	124	18	101	17	69	13	44	12	57	17	59	22	46	24
	2	159	23	112	19	119	23	75	21	65	19	55	20	43	22
	3	178	26	167	28	189	36	131	36	103	31	116	43	59	30
	4	145	21	94	16	89	17	82	23	82	24	27	10	34	18
DULL	5	77	11	115	20	58	11	29	8	28	8	13	5	12	6
SUBTOTAL		683	100	589	100	524	100	361	100	335	100	270	100	194	100
MEAN		2.84		3.02		2.90		2.94		2.88		2.56		2.60	
STD. DEV.		1.26		1.35		1.16		1.11		1.20		1.08		1.20	
OMITTED		26		41		27		32		12		7		16	
TOTAL		709		630		551		393		347		277		210	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
ALERT	1	125	20	150	26	116	21	61	14	96	25	103	33	75	27
	2	185	29	123	21	126	23	95	23	108	28	68	22	71	26
	3	206	32	177	30	169	30	168	40	113	30	92	30	100	36
	4	86	14	89	15	114	21	75	18	43	11	34	11	26	9
DULL	5	34	5	49	8	30	5	22	5	19	5	11	4	4	1
SUBTOTAL		636	100	588	100	555	100	421	100	379	100	308	100	276	100
MEAN		2.56		2.60		2.67		2.77		2.42		2.29		2.32	
STD. DEV.		1.11		1.25		1.17		1.07		1.13		1.14		1.02	
OMITTED		20		49		17		9		16		9		12	
TOTAL		656		637		572		430		395		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

11. NON-AGGRESSIVE -- AGGRESSIVE

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NON-AGG.	1	65	12	101	14	78	11	71	9	77	10	82	12	63	9
	2	66	12	117	16	112	15	130	16	95	13	105	15	82	12
	3	202	37	264	36	268	37	283	34	260	34	228	33	220	32
	4	116	21	145	20	165	23	203	24	194	26	176	26	190	28
AGGRESS.	5	99	18	112	15	103	14	146	18	134	18	98	14	128	19
SUBTOTAL		548	100	739	100	726	100	833	100	760	100	689	100	683	100
MEAN		3.22		3.07		3.14		3.27		3.28		3.15		3.35	
STD. DEV.		1.22		1.23		1.17		1.17		1.19		1.20		1.18	
OMITTED		7		10		4		8		11		6		27	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NON-AGG.	1	90	15	98	13	108	15	100	12	89	12	92	13	64	10
	2	62	11	123	16	125	17	114	14	97	13	113	16	91	14
	3	208	36	264	35	273	38	327	40	290	39	285	39	252	40
	4	119	20	165	22	139	19	177	21	164	22	156	22	153	24
AGGRESS.	5	106	18	107	14	81	11	109	13	105	14	77	11	77	12
SUBTOTAL		585	100	757	100	726	100	827	100	745	100	723	100	637	100
MEAN		3.15		3.08		2.94		3.10		3.13		3.02		3.14	
STD. DEV.		1.28		1.21		1.18		1.16		1.17		1.14		1.12	
OMITTED		7		15		3		14		16		6		20	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

11. NON-AGGRESSIVE -- AGGRESSIVE

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NON-AGG.	1	63	9	87	15	54	10	35	10	32	10	15	6	11	6
	2	82	12	103	18	96	18	70	19	76	23	30	11	33	17
	3	220	32	196	34	214	41	145	40	136	41	128	47	63	33
	4	190	28	118	20	109	21	86	24	49	15	63	23	54	28
AGGRESS.	5	128	19	81	14	51	10	26	7	42	13	34	13	32	17
SUBTOTAL		683	100	585	100	524	100	362	100	335	100	270	100	193	100
MEAN		3.35		3.01		3.01		2.99		2.98		3.26		3.33	
STD. DEV.		1.18		1.24		1.09		1.05		1.12		1.00		1.11	
OMITTED		27		46		27		31		12		8		18	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NON-AGG.	1	64	10	64	11	41	7	15	4	32	8	26	8	16	6
	2	91	14	93	16	106	19	50	12	50	13	32	10	31	11
	3	252	40	193	33	190	34	2 1	48	142	38	106	35	107	39
	4	153	24	137	23	140	25	118	28	97	26	74	24	85	31
AGGRESS.	5	77	12	101	17	76	14	38	9	56	15	69	22	36	13
SUBTOTAL		637	100	588	100	553	100	422	100	377	100	307	100	275	100
MEAN		3.14		3.20		3.19		3.27		3.25		3.42		3.34	
STD. DEV.		1.12		1.21		1.12		0.91		1.12		1.19		1.03	
OMITTED		20		50		20		8		19		10		13	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

12, IRRESPONSIBLE -- RESPONSIBLE

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
IRRESP,	1	60	11	117	16	80	11	116	14	111	15	113	16	85	13
	2	101	19	144	20	139	19	144	17	135	18	162	24	125	18
	3	199	37	246	33	231	32	253	30	219	29	165	24	195	29
	4	95	17	125	17	165	23	209	25	176	23	158	23	130	19
RESPONS,	5	90	17	105	14	109	15	114	14	120	16	91	13	145	21
SUBTOTAL		545	100	737	100	724	100	836	100	761	100	689	100	680	100
MEAN		3,10		2,94		3,12		3,07		3,08		2,93		3,18	
STD, DEV,		1,20		1,25		1,20		1,23		1,27		1,28		1,30	
OMITTED		10		12		6		5		10		7		30	
TOTAL		555		749		730		841		771		696		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
IRRESP,	1	39	7	50	7	41	6	58	7	36	5	42	6	31	5
	2	56	10	101	13	109	15	77	9	97	13	100	14	62	10
	3	206	35	252	33	221	30	237	29	192	26	236	33	175	27
	4	138	24	181	24	176	24	255	31	196	26	207	29	184	29
RESPONS,	5	146	25	175	23	178	25	202	24	225	30	139	19	185	29
SUBTOTAL		585	100	759	100	725	100	829	100	746	100	724	100	637	100
MEAN		3,51		3,43		3,47		3,56		3,64		3,42		3,68	
STD, DEV,		1,16		1,17		1,17		1,16		1,18		1,12		1,13	
OMITTED		7		13		4		12		15		5		20	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

12. IRRESPONSIBLE -- RESPONSIBLE

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
IRRESP.	1	[illegible]	13	148	25	69	13	49	14	69	21	17	6	8	4
	2	125	18	122	21	108	21	104	29	75	22	35	13	29	15
	3	195	29	143	24	186	35	108	30	95	28	100	37	64	33
	4	130	19	103	18	109	21	64	18	54	16	48	18	42	22
RESPONS.	5	145	21	68	12	52	10	37	10	42	13	70	26	50	26
SUBTOTAL		680	100	584	100	524	100	362	100	335	100	270	100	193	100
MEAN		3.18		2.69		2.94		2.82		2.78		3.44		3.50	
STD. DEV.		1.30		1.33		1.15		1.18		1.29		1.18		1.15	
OMITTED		30		47		27		33		12		8		18	
TOTAL		710		631		551		395		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
IRRESP.	1	31	5	65	11	39	7	27	6	34	9	12	4	12	4
	2	62	10	81	14	82	15	63	20	44	12	29	9	17	6
	3	175	27	149	25	168	30	154	37	130	34	97	32	84	30
	4	184	29	145	25	131	24	107	25	92	24	54	18	75	27
RESPONS.	5	185	29	148	25	134	24	49	12	79	21	115	37	88	32
SUBTOTAL		637	100	588	100	554	100	420	100	379	100	307	100	276	100
MEAN		3.68		3.39		3.43		3.16		3.36		3.75		3.76	
STD. DEV.		1.13		1.30		1.20		1.07		1.19		1.17		1.10	
OMITTED		20		50		19		10		17		10		12	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

13. TIDY, NEAT -- UNKEMPT, UNTIDY

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
TIDY	1	167	31	205	28	167	23	190	23	189	25	168	24	192	28
	2	130	24	164	22	184	25	206	25	185	24	145	21	161	24
	3	156	29	184	25	207	29	254	30	233	31	208	30	189	28
	4	56	10	110	15	87	12	114	14	90	12	104	15	97	14
UNTIDY	5	35	6	78	11	79	11	71	9	63	8	63	9	43	6
SUBTOTAL		544	100	741	100	724	100	835	100	760	100	688	100	682	100
MEAN		2.38		2.58		2.62		2.60		2.54		2.64		2.47	
STD, DEV,		1.20		1.31		1.26		1.22		1.22		1.25		1.21	
OMITTED		11		8		6		6		11		6		28	
TOTAL		555		749		730		841		771		694		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
TIDY	1	214	37	256	34	211	29	262	32	266	36	199	28	238	38
	2	155	27	177	23	187	26	239	29	166	22	175	24	151	24
	3	156	27	194	25	195	27	218	26	196	26	200	28	151	24
	4	37	6	105	14	93	13	79	10	78	10	90	12	62	10
UNTIDY	5	22	4	30	4	41	6	30	4	38	5	58	8	31	5
SUBTOTAL		584	100	762	100	727	100	828	100	744	100	722	100	633	100
MEAN		2.14		2.31		2.40		2.25		2.27		2.49		2.21	
STD, DEV,		1.10		1.18		1.19		1.11		1.19		1.24		1.19	
OMITTED		8		10		2		13		17		7		24	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

13. TIDY, NEAT -- UNKEMPT, UNTIDY

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
TIDY	1	192	28	124	21	130	25	82	23	89	27	101	38	74	38
	2	161	24	147	25	137	26	100	28	74	22	57	21	36	19
	3	189	28	179	30	183	35	118	33	134	40	88	33	63	33
	4	97	14	82	14	61	12	42	12	31	9	16	6	16	8
UNTIDY	5	43	6	56	10	11	2	21	6	7	2	6	2	4	2
SUBTOTAL		682	100	588	100	522	100	363	100	335	100	268	100	193	100
MEAN		2.47		2.66		2.40		2.50		2.38		2.14		2.17	
STD. DEV.		1.21		1.22		1.05		1.13		1.04		1.06		1.09	
OMITTED		28		43		29		28		12		10		18	
TOTAL		710		631		551		391		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
TIDY	1	238	38	190	32	182	33	119	28	134	36	152	50	149	54
	2	151	24	150	25	165	30	128	30	97	26	59	19	59	21
	3	151	24	149	25	145	26	109	26	120	32	80	26	59	21
	4	62	10	65	11	48	9	54	13	23	6	11	4	6	2
UNTIDY	5	31	5	35	6	13	2	12	3	3	1	5	2	3	1
SUBTOTAL		633	100	589	100	553	100	422	100	377	100	307	100	276	100
MEAN		2.21		2.33		2.18		2.32		2.11		1.89		1.75	
STD. DEV.		1.19		1.20		1.06		1.10		0.99		1.02		0.94	
OMITTED		24		49		20		8		19		10		12	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

14. WITHDRAWN -- OUTGOING

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
WITHDRAWN	1	57	10	61	8	29	4	43	5	43	6	42	6	33	5
	2	68	12	109	15	119	16	91	11	103	13	85	12	85	12
	3	181	33	278	38	281	39	352	42	279	37	277	41	209	30
	4	114	21	159	22	181	25	224	27	198	26	182	27	213	31
OUTGOING	5	127	23	128	17	114	16	123	15	141	18	97	14	147	21
SUBTOTAL		547	100	735	100	724	100	833	100	764	100	683	100	687	100
MEAN		3.34		3.25		3.32		3.35		3.38		3.30		3.52	
STD, DEV.		1.25		1.15		1.05		1.03		1.10		1.06		1.10	
OMITTED		8		14		6		8		7		12		23	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
WITHDRAWN	1	53	9	55	7	42	6	39	5	52	7	56	8	37	6
	2	80	14	126	16	115	16	99	12	93	12	109	15	89	14
	3	192	33	273	36	264	37	335	40	264	35	283	39	206	32
	4	115	20	153	20	173	24	229	28	190	25	167	23	186	29
OUTGOING	5	143	25	160	21	125	17	127	15	152	20	106	15	120	19
SUBTOTAL		583	100	767	100	719	100	829	100	751	100	721	100	638	100
MEAN		3.37		3.31		3.31		3.37		3.40		3.22		3.41	
STD, DEV.		1.24		1.18		1.11		1.03		1.14		1.11		1.12	
OMITTED		9		5		10		12		10		8		19	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

14. WITHDRAWN -- OUTGOING

BOYS

	6		7		8		9		10		11		12	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
WITHDRAWN 1	33	5	52	9	20	4	12	3	20	6	10	4	11	6
2	85	12	79	14	72	14	56	16	71	21	27	10	38	20
3	209	30	236	40	211	40	160	45	126	38	112	42	62	32
4	213	31	125	21	137	26	95	26	64	19	64	24	47	24
OUTGOING 5	147	21	93	16	85	16	36	10	51	15	54	20	36	19
SUBTOTAL	687	100	585	100	525	100	359	100	332	100	267	100	194	100
MEAN	3.52		3.22		3.37		3.24		3.17		3.47		3.30	
STD. DEV.	1.10		1.14		1.03		0.95		1.11		1.04		1.15	
OMITTED	23		46		26		34		15		11		17	
TOTAL	710		631		551		393		347		278		211	

GIRLS

	6		7		8		9		10		11		12	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
WITHDRAWN 1	37	6	47	8	19	3	13	3	18	5	11	4	12	4
2	89	14	85	14	85	15	45	11	52	14	24	8	34	12
3	206	32	206	35	198	36	186	44	126	33	106	35	103	37
4	186	29	135	23	147	26	133	31	112	30	82	27	75	27
OUTGOING 5	120	19	122	21	106	19	46	11	69	18	84	27	52	19
SUBTOTAL	638	100	595	100	555	100	423	100	377	100	307	100	276	100
MEAN	3.41		3.34		3.43		3.36		3.43		3.66		3.44	
STD. DEV.	1.12		1.18		1.07		0.92		1.08		1.07		1.06	
OMITTED	19		43		18		7		19		10		12	
TOTAL	657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

15. FOLLOWER -- LEADER

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
FOLLOWER	1	111	20	142	19	113	16	107	13	105	14	103	15	71	10
	2	81	15	139	19	162	22	144	17	142	19	119	17	129	19
	3	196	36	261	36	249	34	362	44	304	40	297	43	234	34
	4	74	14	95	13	107	15	132	16	124	16	93	14	155	23
LEADER	5	86	16	97	13	91	13	86	10	89	12	73	11	97	14
SUBTOTAL		548	100	734	100	722	100	831	100	764	100	685	100	686	100
MEAN		2.90		2.82		2.86		2.94		2.93		2.87		3.11	
STD. DEV.		1.31		1.26		1.22		1.12		1.17		1.15		1.18	
OMITTED		7		15		8		10		7		10		24	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
FOLLOWER	1	110	19	118	15	122	17	116	14	109	14	92	13	76	12
	2	89	15	154	20	169	23	144	17	139	18	137	19	132	21
	3	197	34	258	34	223	31	349	42	261	35	310	43	215	34
	4	95	16	117	15	116	16	138	17	140	19	104	14	122	19
LEADER	5	93	16	120	16	91	13	82	10	103	14	78	11	91	14
SUBTOTAL		584	100	767	100	721	100	829	100	752	100	721	100	636	100
MEAN		2.95		2.96		2.84		2.91		2.99		2.92		3.03	
STD. DEV.		1.31		1.26		1.25		1.13		1.22		1.13		1.20	
OMITTED		8		5		8		12		9		8		21	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

15. FOLLOWER -- LEADER

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
FOLLOWER	1	71	10	86	15	33	6	35	10	33	10	19	7	25	13
	2	129	19	86	15	99	19	95	26	86	26	39	15	31	16
	3	234	34	258	44	264	50	157	43	141	43	116	43	97	50
	4	155	23	85	15	82	16	51	14	43	13	51	19	30	16
LEADER	5	97	14	70	12	47	9	23	6	28	8	42	16	10	5
SUBTOTAL		686	100	585	100	525	100	361	100	331	100	267	100	193	100
MEAN		3.11		2.94		3.02		2.81		2.84		3.22		2.84	
STD. DEV.		1.18		1.16		0.98		1.01		1.05		1.10		1.01	
OMITTED		24		46		26		32		16		11		18	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
FOLLOWER	1	76	12	71	12	29	5	18	4	26	7	35	11	20	7
	2	132	21	118	20	125	23	76	18	48	13	35	11	43	16
	3	215	34	217	37	223	40	221	52	188	50	128	42	138	51
	4	122	19	106	18	100	18	86	20	68	18	57	19	46	17
LEADER	5	91	14	82	14	77	14	22	5	48	13	52	17	26	10
SUBTOTAL		636	100	594	100	554	100	423	100	378	100	307	100	273	100
MEAN		3.03		3.02		3.13		3.04		3.17		3.18		3.05	
STD. DEV.		1.20		1.19		1.07		0.87		1.09		1.18		1.00	
OMITTED		21		44		19		7		18		10		15	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

16. POSITIVE ATTITUDE -- NEGATIVE ATTITUDE

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
POSTIVE	1	119	22	110	15	110	15	113	14	116	15	87	13	108	16
	2	123	23	153	21	167	23	162	20	145	19	118	17	168	25
	3	230	42	301	41	263	36	343	41	271	36	283	41	230	34
	4	50	9	107	15	117	16	130	16	141	18	128	19	116	17
NEGATIVE	5	24	4	61	8	67	9	82	10	90	12	66	10	61	9
SUBTOTAL		546	100	732	100	724	100	830	100	763	100	682	100	683	100
MEAN		2.52		2.80		2.81		2.89		2.93		2.95		2.79	
STD. DEV.		1.06		1.12		1.16		1.13		1.20		1.12		1.17	
OMITTED		9		17		6		11		8		13		27	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
POSTIVE	1	163	28	180	24	159	22	167	20	166	22	119	17	171	27
	2	147	25	195	26	188	26	244	30	182	24	159	22	162	25
	3	213	36	267	35	255	35	291	35	253	34	313	43	200	31
	4	38	7	82	11	89	12	87	11	109	15	76	11	71	11
NEGATIVE	5	23	4	40	5	29	4	37	4	36	5	54	7	36	6
SUBTOTAL		584	100	764	100	720	100	826	100	746	100	721	100	640	100
MEAN		2.33		2.49		2.50		2.50		2.55		2.70		2.44	
STD. DEV.		1.07		1.12		1.09		1.06		1.13		1.09		1.16	
OMITTED		8		8		9		15		15		8		17	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

16. POSITIVE ATTITUDE -- NEGATIVE ATTITUDE

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
POSTIVE	1	108	16	90	15	63	12	43	12	44	14	70	26	39	20
	2	168	25	105	18	126	24	60	17	60	18	50	19	58	30
	3	230	34	159	27	175	33	128	35	116	36	100	37	61	32
	4	116	17	92	16	85	16	94	26	57	18	28	10	25	13
NEGATIVE	5	61	9	141	24	76	14	37	10	48	15	19	7	10	5
SUBTOTAL		683	100	587	100	525	100	362	100	325	100	267	100	193	100
MEAN		2.79		3.15		2.97		3.06		3.02		2.54		2.53	
STD. DEV.		1.17		1.37		1.21		1.14		1.22		1.19		1.11	
OMITTED		27		44		26		31		22		11		18	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
POSTIVE	1	171	27	148	25	125	23	61	14	80	21	112	36	72	26
	2	162	25	131	22	144	26	108	26	89	24	54	18	88	32
	3	200	31	190	32	155	28	141	33	134	36	103	34	85	31
	4	71	11	67	11	90	16	78	19	41	11	25	8	21	8
NEGATIVE	5	36	6	59	10	40	7	33	8	33	9	13	4	9	3
SUBTOTAL		640	100	595	100	554	100	421	100	377	100	307	100	275	100
MEAN		2.44		2.59		2.60		2.80		2.62		2.26		2.30	
STD. DEV.		1.16		1.25		1.20		1.14		1.18		1.16		1.04	
OMITTED		17		43		19		9		19		10		13	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

17. FRIENDLY -- HOSTILE

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
FRIENDLY	1	176	32	201	27	179	25	197	24	203	27	163	24	198	29
	2	162	30	223	30	222	31	252	30	188	25	185	27	203	30
	3	160	29	224	31	243	34	258	31	239	31	242	35	186	27
	4	36	7	59	8	48	7	72	9	89	12	70	10	73	11
HOSTILE	5	12	2	26	4	31	4	50	6	42	6	24	4	21	3
SUBTOTAL		546	100	733	100	723	100	829	100	761	100	684	100	681	100
MEAN		2.17		2.30		2.35		2.43		2.45		2.43		2.29	
STD. DEV.		1.02		1.06		1.05		1.12		1.16		1.07		1.09	
OMITTED		9		16		7		12		10		11		29	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
FRIENDLY	1	214	37	235	31	220	31	256	31	263	35	201	28	223	35
	2	161	28	248	32	212	29	282	34	234	31	229	32	196	31
	3	175	30	232	30	235	33	218	26	184	24	227	32	147	23
	4	23	4	39	5	40	6	54	7	55	7	43	6	47	7
HOSTILE	5	10	2	10	1	12	2	17	2	16	2	19	3	22	3
SUBTOTAL		583	100	764	100	719	100	827	100	752	100	719	100	635	100
MEAN		2.06		2.14		2.18		2.15		2.11		2.24		2.13	
STD. DEV.		0.99		0.96		0.99		1.00		1.03		1.01		1.08	
OMITTED		9		8		10		14		9		10		22	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

17. FRIENDLY -- HOSTILE

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
FRIENDLY	1	198	29	149	26	122	23	87	24	83	25	97	36	64	33
	2	203	30	157	27	178	34	131	36	89	27	69	26	71	37
	3	186	27	176	30	164	31	93	26	120	37	83	31	47	24
	4	73	11	51	9	40	8	38	11	26	8	12	5	6	3
HOSTILE	5	21	3	51	9	18	3	12	3	9	3	5	2	5	3
SUBTOTAL		681	100	584	100	522	100	361	100	327	100	266	100	193	100
MEAN		2.29		2.48		2.34		2.33		2.35		2.09		2.05	
STD. DEV.		1.09		1.21		1.03		1.05		1.03		1.01		0.96	
OMITTED		29		47		29		32		20		12		18	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
FRIENDLY	1	223	35	201	34	166	30	108	26	115	30	139	45	100	36
	2	196	31	173	29	185	33	113	27	111	29	52	17	90	33
	3	147	23	149	25	150	27	138	33	122	32	95	31	71	26
	4	47	7	48	8	39	7	47	11	15	4	15	5	9	3
HOSTILE	5	22	3	21	4	14	3	16	4	15	4	5	2	5	2
SUBTOTAL		635	100	592	100	554	100	422	100	378	100	306	100	275	100
MEAN		2.13		2.18		2.19		2.41		2.22		2.00		2.01	
STD. DEV.		1.08		1.10		1.02		1.10		1.05		1.05		0.96	
OMITTED		22		46		19		8		18		11		13	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

18. DEFIANT -- COMPLIANT

BOYS

	K		1		2		3		4		5		6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
DEFIANT 1	20	4	53	7	51	7	67	8	69	9	57	8	41	6
2	57	11	89	12	90	13	114	14	128	17	125	18	108	16
3	228	44	301	41	310	44	334	41	303	40	262	39	242	36
4	127	24	174	24	141	20	184	23	144	19	171	25	159	24
COMPLIANT 5	89	17	111	15	116	16	118	14	108	14	65	10	122	18
SUBTOTAL	521	100	728	100	708	100	817	100	752	100	680	100	672	100
MEAN	3.40		3.28		3.26		3.21		3.13		3.09		3.32	
STD. DEV.	1.02		1.09		1.10		1.11		1.13		1.07		1.13	
OMITTED	34		21		22		24		19		15		38	
TOTAL	555		749		730		841		771		695		710	

GIRLS

	K		1		2		3		4		5		6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
DEFIANT 1	18	3	27	4	16	2	33	4	28	4	35	5	40	6
2	42	8	54	7	63	9	81	10	82	11	74	10	71	11
3	209	38	305	40	291	41	308	38	275	37	302	42	212	34
4	158	28	221	29	184	26	204	25	160	22	176	24	154	24
COMPLIANT 5	128	23	151	20	159	22	189	23	192	26	132	18	154	24
SUBTOTAL	555	100	758	100	713	100	815	100	737	100	719	100	631	100
MEAN	3.61		3.55		3.57		3.53		3.55		3.41		3.49	
STD. DEV.	1.02		1.00		1.00		1.07		1.10		1.05		1.16	
OMITTED	37		14		16		26		24		10		26	
TOTAL	592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

18. DEFIANT -- COMPLIANT

BOYS

	6		7		8		9		10		11		12	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
DEFIANT 1	41	6	75	13	29	6	22	6	12	4	4	2	5	3
2	108	16	84	14	62	12	63	18	38	12	22	8	11	6
3	242	36	202	35	210	41	153	44	184	56	125	48	100	55
4	159	24	129	22	150	29	77	22	57	17	66	25	47	26
COMPLIANT 5	122	18	91	16	59	12	31	9	35	11	44	17	20	11
SUBTOTAL	672	100	581	100	510	100	346	100	326	100	261	100	183	100
MEAN	3.32		3.13		3.29		3.09		3.20		3.48		3.36	
STD. DEV.	1.13		1.22		1.01		1.00		0.91		0.92		0.86	
OMITTED	38		50		41		47		21		17		28	
TOTAL	710		631		551		393		347		278		211	

GIRLS

	6		7		8		9		10		11		12	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
DEFIANT 1	40	6	39	7	24	4	27	6	20	5	8	3	9	3
2	71	11	74	13	70	13	59	14	34	9	18	6	9	3
3	212	34	192	33	221	41	195	46	200	53	125	41	121	45
4	154	24	160	27	126	23	83	20	70	19	62	21	83	31
COMPLIANT 5	154	24	122	21	104	19	56	13	51	14	89	29	45	17
SUBTOTAL	631	100	587	100	545	100	420	100	375	100	302	100	267	100
MEAN	3.49		3.43		3.40		3.20		3.26		3.68		3.55	
STD. DEV.	1.16		1.15		1.07		1.04		0.98		1.04		0.92	
OMITTED	26		51		28		10		21		15		21	
TOTAL	657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

19. HOW MANY YEARS IS THIS STUDENT BELOW GRADE LEVEL IN READING?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
YEARS	0	406	94	328	45	225	31	208	25	182	24	164	24	204	29
	1	22	5	340	47	294	41	289	35	214	28	145	21	180	26
	2	1	0	47	7	143	20	198	24	158	21	146	22	120	17
	2+	2	0	7	1	59	8	141	17	205	27	221	33	188	27
SUBTOTAL		431	100	722	100	721	100	836	100	759	100	676	100	692	100
MEAN		0.07		0.63		1.05		1.33		1.51		1.63		1.42	
STD. DEV.		0.31		0.65		0.91		1.03		1.13		1.17		1.17	
UNKNOWN		9		19		2		2		3		8		6	
OMITTED		115		8		7		3		9		11		12	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
YEARS	0	423	93	428	57	299	41	314	38	279	37	239	33	241	38
	1	24	5	286	38	299	41	286	34	215	29	194	27	202	31
	2	6	1	30	4	86	12	154	19	159	21	144	20	104	16
	2+	2	0	2	0	39	5	76	9	96	13	146	20	95	15
SUBTOTAL		455	100	746	100	723	100	830	100	749	100	723	100	642	100
MEAN		0.09		0.47		0.81		0.99		1.10		1.27		1.08	
STD. DEV.		0.37		0.59		0.84		0.96		1.04		1.12		1.06	
UNKNOWN		7		17		1		3		4		1		4	
OMITTED		130		9		5		8		8		5		11	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

19. HOW MANY YEARS IS THIS STUDENT BELOW GRADE LEVEL IN READING?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
YEARS	0	204	29	65	15	93	26	43	14	49	34	22	16	22	29
	1	180	26	72	16	71	20	28	9	16	11	24	17	9	12
	2	120	17	86	19	42	12	59	19	17	12	25	18	4	5
	2+	188	27	224	50	148	42	181	58	62	43	70	50	41	54
SUBTOTAL		692	100	447	100	354	100	311	100	144	100	141	100	76	100
MEAN		1.42		2.05		1.69		2.22		1.64		2.01		1.84	
STD. DEV.		1.17		1.11		1.25		1.09		1.33		1.14		1.34	
UNKNOWN		6		144		186		67		164		124		86	
OMITTED		12		40		11		15		39		13		49	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
YEARS	0	241	38	121	25	131	35	63	21	72	40	49	29	64	56
	1	202	31	143	29	74	20	54	18	44	25	52	30	22	19
	2	104	16	104	21	76	20	49	16	18	10	21	12	8	7
	2+	95	15	117	24	97	26	136	45	45	25	49	29	21	18
SUBTOTAL		642	100	485	100	378	100	302	100	179	100	171	100	115	100
MEAN		1.08		1.45		1.37		1.85		1.20		1.41		0.88	
STD. DEV.		1.06		1.11		1.20		1.20		1.21		1.18		1.16	
UNKNOWN		4		115		185		105		177		132		126	
OMITTED		11		38		10		23		40		14		47	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

20. HOW MANY YEARS IS THIS STUDENT BELOW GRADE LEVEL IN ARITHMETIC?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
YEARS	0	406	95	381	53	327	45	290	35	227	30	189	28	220	32
	1	20	5	283	40	246	34	266	32	230	30	177	26	184	27
	2	1	0	42	6	103	14	149	18	137	18	127	19	116	17
	2+	1	0	7	1	43	6	125	15	165	22	183	27	164	24
SUBTOTAL		428	100	713	100	719	100	830	100	759	100	676	100	684	100
MEAN		0.06		0.54		0.81		1.13		1.32		1.45		1.33	
STD, DEV,		0.27		0.65		0.89		1.06		1.12		1.16		1.16	
UNKNOWN		10		20		2		2		2		8		9	
OMITTED		117		16		9		9		10		11		17	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
YEARS	0	429	94	476	64	372	51	336	41	274	36	215	30	230	36
	1	20	4	241	32	260	36	289	35	254	34	236	33	190	30
	2	4	1	27	4	66	9	123	15	133	18	139	19	124	19
	2+	2	0	1	0	25	3	78	9	91	12	126	18	93	15
SUBTOTAL		455	100	745	100	723	100	826	100	752	100	716	100	637	100
MEAN		0.07		0.40		0.65		0.93		1.05		1.25		1.13	
STD, DEV,		0.34		0.57		0.79		0.96		1.01		1.07		1.06	
UNKNOWN		7		18		1		4		4		5		6	
OMITTED		130		9		5		11		5		8		14	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

20. HOW MANY YEARS IS THIS STUDENT BELOW GRADE LEVEL IN ARITHMETIC?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
YEARS	0	220	32	39	12	81	30	34	15	17	45	6	18	9	39
	1	184	27	70	22	44	16	30	14	2	5	6	18	4	17
	2	116	17	57	18	49	18	53	24	2	5	3	9	3	13
	2+	164	24	151	48	98	36	103	47	17	45	18	55	7	30
SUBTOTAL		684	100	317	100	272	100	220	100	38	100	33	100	23	100
MEAN		1.33		2.01		1.60		2.02		1.50		2.00		1.35	
STD. DEV.		1.16		1.09		1.25		1.11		1.43		1.21		1.27	
UNKNOWN		9		270		265		154		210		191		128	
OMITTED		17		44		14		19		99		54		60	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
YEARS	0	230	36	80	23	85	31	47	21	24	83	7	21	36	63
	1	190	30	121	34	74	27	44	20	1	3	11	33	11	19
	2	124	19	71	20	48	18	44	20	1	3	6	18	5	9
	2+	93	15	83	23	63	23	90	40	3	10	9	27	5	9
SUBTOTAL		637	100	355	100	270	100	225	100	29	100	33	100	57	100
MEAN		1.13		1.44		1.33		1.79		0.41		1.52		0.63	
STD. DEV.		1.06		1.08		1.15		1.15		0.97		1.10		0.97	
UNKNOWN		6		243		292		180		263		223		173	
OMITTED		14		40		11		25		104		61		58	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

21. HOW DOES HE COMPARE WITH OTHER STUDENTS IN YOUR SCHOOL AS TO SEVERE ECONOMIC NEED?

BOYS

	K		1		2		3		4		5		6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
MOST NEED 1	103	19	102	14	104	15	106	13	106	14	101	16	68	11
2	100	19	176	24	130	19	157	19	121	16	137	21	118	19
3	159	30	192	26	205	29	286	35	269	36	214	33	213	34
4	80	15	133	18	149	21	144	18	133	18	120	18	115	18
LEAST 5	90	17	123	17	113	16	119	15	110	15	78	12	110	18
SUBTOTAL	532	100	726	100	701	100	812	100	739	100	650	100	624	100
MEAN	2.91		3.00		3.05		3.02		3.03		2.90		3.13	
STD. DEV.	1.33		1.29		1.28		1.22		1.23		1.22		1.22	
UNKNOWN	12		13		19		20		19		36		67	
OMITTED	11		10		10		9		13		9		19	
TOTAL	555		749		730		841		771		695		710	

GIRLS

	K		1		2		3		4		5		6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
MOST NEED 1	[illegible]	15	90	12	96	14	80	10	81	11	81	12	55	9
2	[illegible]	16	169	23	134	19	165	20	143	20	152	22	99	17
3	179	32	220	30	191	27	262	33	225	31	204	30	194	33
4	97	17	143	19	137	19	155	19	137	19	136	20	139	24
LEAST 5	107	19	123	17	147	21	143	18	135	19	106	16	95	16
SUBTOTAL	556	100	745	100	705	100	805	100	721	100	679	100	582	100
MEAN	3.10		3.05		3.15		3.14		3.14		3.05		3.21	
STD. DEV.	1.30		1.25		1.32		1.22		1.25		1.23		1.18	
UNKNOWN	25		19		15		20		26		42		61	
OMITTED	11		8		9		16		14		8		14	
TOTAL	592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

21. HOW DOES HE COMPARE WITH OTHER STUDENTS IN YOUR SCHOOL AS TO SEVERE ECONOMIC NEED?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
MOST NEED	1	68	11	93	18	37	9	32	10	13	10	11	6	8	6
	2	118	19	150	29	82	20	71	21	28	22	30	15	22	17
	3	213	34	154	30	171	41	152	46	39	30	85	44	62	49
	4	115	18	76	15	84	20	54	16	38	29	40	21	24	19
LEAST	5	110	18	38	7	41	10	24	7	11	9	28	14	11	9
SUBTOTAL		624	100	511	100	415	100	333	100	129	100	194	100	127	100
MEAN		3.13		2.64		3.02		2.90		3.05		3.23		3.06	
STD. DEV.		1.22		1.16		1.07		1.02		1.12		1.06		0.98	
UNKNOWN		67		79		119		43		141		71		33	
OMITTED		19		41		17		17		77		13		51	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
MOST NEED	1	55	9	53	11	35	9	31	9	10	7	9	4	15	8
	2	99	17	130	27	72	19	90	25	49	33	25	11	25	13
	3	194	33	143	29	171	44	166	46	37	25	79	36	110	57
	4	139	24	105	22	67	17	48	13	27	18	47	22	27	14
LEAST	5	95	16	56	11	40	10	28	8	25	17	58	27	16	8
SUBTOTAL		582	100	487	100	385	100	363	100	148	100	218	100	193	100
MEAN		3.21		2.96		3.01		2.87		3.05		3.55		3.02	
STD. DEV.		1.18		1.17		1.07		1.01		1.21		1.12		0.95	
UNKNOWN		61		96		174		42		174		82		42	
OMITTED		14		55		14		25		74		17		53	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

22. DOES HE HAVE ANY SEVERE PHYSICAL OR HEALTH PROBLEMS?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	509	94	647	92	666	93	726	90	694	93	614	91	638	94
YES	2	32	6	58	8	48	7	85	10	54	7	61	9	41	6
SUBTOTAL		541	100	705	100	714	100	811	100	748	100	675	100	679	100
MEAN		1.06		1.08		1.07		1.10		1.07		1.09		1.06	
STD. DEV.		0.24		0.27		0.25		0.31		0.26		0.29		0.24	
UNKNOWN		6		29		10		23		16		10		12	
OMITTED		8		15		6		7		7		10		19	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	556	97	707	95	680	96	760	94	718	97	681	96	615	97
YES	2	16	3	34	5	29	4	46	6	25	3	29	4	21	3
SUBTOTAL		572	100	741	100	709	100	806	100	743	100	710	100	636	100
MEAN		1.03		1.05		1.04		1.06		1.03		1.04		1.03	
STD. DEV.		0.16		0.21		0.20		0.23		0.18		0.20		0.18	
UNKNOWN		9		18		11		19		12		9		6	
OMITTED		11		13		9		16		6		10		15	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

22. DOES HE HAVE ANY SEVERE PHYSICAL OR HEALTH PROBLEMS?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	638	94	455	93	475	95	332	95	179	93	227	95	134	98
YES	2	41	6	32	7	23	5	19	5	14	7	11	5	3	2
SUBTOTAL		679	100	487	100	498	100	351	100	193	100	238	100	137	100
MEAN		1.06		1.07		1.05		1.05		1.07		1.05		1.02	
STD. DEV.		0.24		0.25		0.21		0.23		0.26		0.21		0.15	
UNKNOWN		12		111		42		29		74		34		25	
OMITTED		19		33		11		13		80		6		49	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	615	97	487	93	488	98	368	95	234	94	272	95	200	95
YES	2	21	3	38	7	11	2	18	5	15	6	14	5	10	5
SUBTOTAL		636	100	525	100	499	100	386	100	249	100	286	100	210	100
MEAN		1.03		1.07		1.02		1.05		1.06		1.05		1.05	
STD. DEV.		0.18		0.26		0.15		0.21		0.24		0.22		0.21	
UNKNOWN		6		70		65		25		73		24		25	
OMITTED		15		43		9		19		74		7		53	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

23. DOES HE HAVE BEHAVIORAL PROBLEMS REQUIRING REFERRAL TO THE PUPIL PERSONNEL SERVICES DEPT.?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	509	95	633	86	608	85	676	81	570	76	484	71	527	77
YES	2	29	5	101	14	108	15	157	19	183	24	195	29	156	23
SUBTOTAL		538	100	734	100	716	100	833	100	753	100	679	100	683	100
MEAN		1.05		1.14		1.15		1.19		1.24		1.29		1.23	
STD. DEV.		0.23		0.34		0.36		0.39		0.43		0.45		0.42	
UNKNOWN		9		4		6		6		9		6		8	
OMITTED		8		11		8		2		9		10		19	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	572	98	715	94	676	94	756	92	676	90	643	89	578	90
YES	2	12	2	43	6	43	6	66	8	72	10	77	11	63	10
SUBTOTAL		584	100	758	100	719	100	822	100	748	100	720	100	641	100
MEAN		1.02		1.06		1.06		1.08		1.10		1.11		1.10	
STD. DEV.		0.14		0.23		0.24		0.27		0.29		0.31		0.30	
UNKNOWN		3		4		2		6		5		3		4	
OMITTED		5		10		8		13		8		6		12	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

23. DOES HE HAVE BEHAVIORAL PROBLEMS REQUIRING REFERRAL TO THE PUPIL PERSONNEL SERVICES DEPT.?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	527	77	385	68	415	80	289	82	153	79	211	91	136	94
YES	2	156	23	181	32	101	20	64	18	41	21	22	9	9	6
SUBTOTAL		683	100	566	100	516	100	353	100	194	100	233	100	145	100
MEAN		1.23		1.32		1.20		1.18		1.21		1.09		1.06	
STD. DEV.		0.42		0.47		0.40		0.39		0.41		0.29		0.24	
UNKNOWN		8		36		23		27		76		35		15	
OMITTED		19		29		12		13		77		10		51	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	578	90	469	81	483	90	322	82	214	89	269	95	212	93
YES	2	63	10	112	19	54	10	72	18	26	11	15	5	15	7
SUBTOTAL		641	100	581	100	537	100	394	100	240	100	284	100	227	100
MEAN		1.10		1.19		1.10		1.18		1.11		1.05		1.07	
STD. DEV.		0.30		0.39		0.30		0.39		0.31		0.22		0.25	
UNKNOWN		4		16		26		17		79		26		14	
OMITTED		12		41		10		19		77		7		47	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

24. DOES HE HAVE ANY SPEECH OR LANGUAGE PROBLEMS?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	441	82	597	81	593	82	721	86	671	88	576	84	610	89
YES	2	95	18	139	19	130	18	114	14	90	12	108	16	77	11
SUBTOTAL		536	100	736	100	723	100	835	100	761	100	684	100	687	100
MEAN		1.18		1.19		1.18		1.14		1.12		1.16		1.11	
STD. DEV.		0.38		0.39		0.38		0.34		0.32		0.36		0.32	
UNKNOWN		9		3		1		3		2		5		4	
OMITTED		10		10		6		3		8		6		19	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	537	92	660	87	643	89	751	91	684	91	634	88	599	93
YES	2	49	8	96	13	81	11	74	9	68	9	85	12	44	7
SUBTOTAL		586	100	756	100	724	100	825	100	752	100	719	100	643	100
MEAN		1.08		1.13		1.11		1.09		1.09		1.12		1.07	
STD. DEV.		0.28		0.33		0.32		0.29		0.29		0.32		0.25	
UNKNOWN		1		4				4		4		4		2	
OMITTED		5		12		5		12		5		6		12	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

24. DOES HE HAVE ANY SPEECH OR LANGUAGE PROBLEMS?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	610	89	445	79	467	91	327	92	242	92	230	93	126	85
YES	2	77	11	116	21	49	9	30	8	21	8	16	7	22	15
SUBTOTAL		687	100	561	100	516	100	357	100	263	100	246	100	148	100
MEAN		1.11		1.21		1.09		1.08		1.08		1.07		1.15	
STD. DEV.		0.32		0.40		0.29		0.28		0.27		0.25		0.36	
UNKNOWN		4		39		22		23		44		23		13	
OMITTED		19		31		13		13		40		9		50	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	599	93	522	89	533	97	379	95	306	95	285	97	212	91
YES	2	44	7	62	11	19	3	21	5	17	5	8	3	22	9
SUBTOTAL		643	100	584	100	552	100	400	100	323	100	293	100	234	100
MEAN		1.07		1.11		1.03		1.05		1.05		1.03		1.09	
STD. DEV.		0.25		0.31		0.18		0.22		0.22		0.16		0.29	
UNKNOWN		2		14		13		12		33		18		8	
OMITTED		12		40		8		18		40		6		46	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

25. DOES HE HAVE ANY EDUCATIONAL HANDICAP BECAUSE OF BEING WITHDRAWN?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	491	93	662	91	656	91	738	90	651	88	603	89	625	91
YES	2	39	7	64	9	63	9	86	10	89	12	74	11	59	9
SUBTOTAL		530	100	726	100	719	100	824	100	740	100	677	100	684	100
MEAN		1.07		1.09		1.09		1.10		1.12		1.11		1.09	
STD. DEV.		0.26		0.28		0.28		0.31		0.33		0.31		0.28	
UNKNOWN		11		14		5		9		6		9		2	
OMITTED		14		9		6		8		25		9		24	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	533	92	691	93	671	94	768	94	675	91	654	91	597	94
YES	2	48	8	53	7	44	6	51	6	63	9	64	9	40	6
SUBTOTAL		581	100	744	100	715	100	819	100	738	100	718	100	637	100
MEAN		1.08		1.07		1.06		1.06		1.09		1.09		1.06	
STD. DEV.		0.28		0.26		0.24		0.24		0.28		0.28		0.24	
UNKNOWN		5		15		5		5		6		6		9	
OMITTED		6		13		9		17		17		5		11	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

25. DOES HE HAVE ANY EDUCATIONAL HANDICAP BECAUSE OF BEING WITHDRAWN?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	625	91	472	84	490	95	319	92	225	94	238	98	139	93
YES	2	59	9	87	16	27	5	26	8	15	6	4	2	10	7
SUBTOTAL		684	100	559	100	517	100	345	100	240	100	242	100	149	100
MEAN		1.09		1.16		1.05		1.08		1.06		1.02		1.07	
STD. DEV.		0.28		0.36		0.22		0.26		0.24		0.13		0.25	
UNKNOWN		2		37		20		30		63		25		13	
OMITTED		24		35		14		18		44		11		49	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	597	94	508	88	503	97	373	97	296	98	284	99	216	97
YES	2	40	6	70	12	17	3	12	3	5	2	4	1	6	3
SUBTOTAL		637	100	578	100	520	100	385	100	301	100	288	100	222	100
MEAN		1.06		1.12		1.03		1.03		1.02		1.01		1.03	
STD. DEV.		0.24		0.33		0.18		0.17		0.13		0.12		0.16	
UNKNOWN		9		18		44		22		55		21		20	
OMITTED		11		42		9		23		40		8		46	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

26. IS HE REPEATING THIS GRADE THIS YEAR?

BOYS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%		%	N	%	N	%	N	%
NO	1	530	99	590	80	612	85	725	88	688	91	632	93	654	97
YES	2	8	1	143	20	105	15	99	12	69	9	45	7	19	3
SUBTOTAL		538	100	733	100	717	100	824	100	757	100	677	100	673	100
MEAN		1.01		1.20		1.15		1.12		1.09		1.07		1.03	
STD. DEV.		0.12		0.40		0.35		0.33		0.29		0.25		0.17	
UNKNOWN		4		10		5		10		5		10		13	
OMITTED		13		6		8		7		9		8		24	
TOTAL		555		749		730		841		771		695		710	

GIRLS

		K		1		2		3		4		5		6	
		N	%	N	%	N	%		%	N	%	N	%	N	%
NO	1	571	98	642	85	647	90	755	92	717	95	683	95	626	99
YES	2	9	2	112	15	72	10	64	8	37	5	35	5	9	1
SUBTOTAL		580	100	754	100	719	100	819	100	754	100	718	100	635	100
MEAN		1.02		1.15		1.10		1.08		1.05		1.05		1.01	
STD. DEV.		0.12		0.36		0.30		0.27		0.22		0.22		0.12	
UNKNOWN		4		6		4		10		2		2		6	
OMITTED		8		12		6		12		5		9		16	
TOTAL		592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

26. IS HE REPEATING THIS GRADE THIS YEAR?

BOYS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	654	97	422	78	452	90	284	86	174	75	207	91	138	92
YES	2	19	3	119	22	50	10	45	14	59	25	20	9	12	8
SUBTOTAL		673	100	541	100	502	100	329	100	233	100	227	100	150	100
MEAN		1.03		1.22		1.10		1.14		1.25		1.09		1.08	
STD. DEV.		0.17		0.41		0.30		0.34		0.43		0.28		0.27	
UNKNOWN		13		56		35		46		70		41		14	
OMITTED		24		34		14		18		44		10		47	
TOTAL		710		631		551		393		347		278		211	

GIRLS

		6		7		8		9		10		11		12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	626	99	542	94	478	93	373	94	275	94	267	96	222	98
YES	2	9	1	36	6	36	7	25	6	18	6	11	4	5	2
SUBTOTAL		635	100	578	100	514	100	398	100	293	100	278	100	227	100
MEAN		1.01		1.06		1.07		1.06		1.06		1.04		1.02	
STD. DEV.		0.12		0.24		0.26		0.24		0.24		0.19		0.15	
UNKNOWN		6		20		49		27		62		31		11	
OMITTED		16		40		10		5		41		8		50	
TOTAL		657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

27. HOW MANY DAYS HAS HE BEEN ABSENT FOR ANY REASON THIS SCHOOL YEAR?

BOYS

	K		1		2		3		4		5		6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0-2	56	10	87	12	126	18	163	20	170	22	131	19	121	18
3-5	51	9	109	15	131	19	150	18	144	19	111	16	128	19
6-10	141	26	164	22	160	23	205	25	167	22	158	23	153	23
11-19	118	21	166	23	128	18	166	20	118	15	106	15	110	17
20-29	92	17	89	12	89	13	67	8	74	10	72	10	66	10
30-39	40	7	44	6	33	5	33	4	43	6	42	6	31	5
40-49	15	3	24	3	18	3	17	2	15	2	19	3	18	3
50 & OVER	36	7	47	6	19	3	25	3	31	4	49	7	38	6
SUBTOTAL	549	100	730	100	704	100	826	100	762	100	688	100	665	100
MEAN	18.00		16.45		12.86		11.89		12.62		15.74		14.59	
STD. DEV.	18.44		17.36		14.07		14.07		14.97		19.45		18.91	
UNKNOWN			9		16		5		1		3		1	
OMITTED	6		10		10		10		8		4		44	
TOTAL	555		749		730		841		771		695		710	

GIRLS

	K		1		2		3		4		5		6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0-2	73	13	85	11	89	13	162	20	171	23	132	18	132	21
3-5	68	12	109	15	114	16	170	21	161	21	126	17	122	20
6-10	124	21	194	26	192	27	184	23	177	23	164	23	167	27
11-19	113	19	145	19	149	21	154	19	121	16	145	20	89	14
20-29	97	17	98	13	95	13	79	10	77	10	79	11	53	9
30-39	51	9	67	9	35	5	31	4	28	4	30	4	19	3
40-49	28	5	20	3	10	1	16	2	11	1	18	2	10	2
50 & OVER	30	5	32	4	23	3	21	3	9	1	29	4	25	4
SUBTOTAL	584	100	750	100	707	100	817	100	755	100	723	100	617	100
MEAN	17.42		15.67		13.56		11.66		10.50		13.15		12.23	
STD. DEV.	16.10		15.48		13.68		13.65		12.21		14.69		17.01	
UNKNOWN			9		14		15				1		2	
OMITTED	8		13		8		9		6		5		38	
TOTAL	592		772		729		841		761		729		657	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

DISTRIBUTION OF RESPONSES BY SEX AND GRADE FOR STUDENTS IN TITLE I SCHOOLS

27, HOW MANY DAYS HAS HE BEEN ABSENT FOR ANY REASON THIS SCHOOL YEAR?

BOYS

	6		7		8		9		10		11		12	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0-2	121	18	45	8	59	11	23	7	16	6	20	8	11	7
3-5	128	19	62	11	59	11	25	7	15	6	23	9	12	8
6-10	153	23	88	16	67	13	41	12	28	11	46	19	28	18
11-19	110	17	59	11	79	15	53	16	37	14	26	11	25	16
20-29	66	10	87	16	52	10	47	14	28	11	33	14	24	15
30-39	31	5	41	7	52	10	30	9	26	10	19	8	12	8
40-49	18	3	28	5	40	8	27	8	24	9	15	6	9	6
50 & OVER	38	6	146	26	125	23	88	26	92	35	61	25	35	22
SUBTOTAL	665	100	556	100	533	100	334	100	266	100	243	100	156	100
MEAN	14,59		32,90		31,31		33,66		39,02		31,21		29,73	
STD, DEV,	18,91		31,49		30,68		29,51		30,96		29,92		27,63	
UNKNOWN	1		23		5		4		39		13		9	
OMITTED	44		52		13		55		42		22		46	
TOTAL	710		631		551		393		347		278		211	

GIRLS

	6		7		8		9		10		11		12	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0-2	132	21	73	13	82	15	48	12	20	7	19	7	16	7
3-5	122	20	71	13	58	10	37	9	34	11	30	10	20	9
6-10	167	27	103	18	92	17	55	14	59	19	39	14	41	18
11-19	89	14	102	18	73	13	76	19	46	15	53	19	39	17
20-29	53	9	76	14	73	13	63	15	40	13	46	16	39	17
30-39	19	3	33	6	39	7	36	9	28	9	14	5	22	10
40-49	10	2	27	5	24	4	21	5	18	6	15	5	14	6
50 & OVER	25	4	72	13	114	21	71	17	58	19	70	24	34	15
SUBTOTAL	617	100	557	100	555	100	407	100	303	100	286	100	225	100
MEAN	12,23		22,30		26,94		26,15		27,80		30,14		25,67	
STD, DEV,	17,01		25,41		28,89		26,45		27,70		28,39		23,88	
UNKNOWN	2		32		7		8		46		7		2	
OMITTED	38		49		11		15		47		24		61	
TOTAL	657		638		573		430		396		317		288	

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM -
MEANS AND STANDARD DEVIATIONS -
1969-70 TITLE I PROGRAMS AND GROUPS

NOTES TO THE TABLES WHICH FOLLOW:

1. The items in the 1969 and 1970 Student Evaluation Forms do not correspond. Differences occur in both wording and the manner of making the response. For the exact wording of each questionnaire, see the forms in Appendix B.

2. Listed below are the items which correspond exactly in wording (three of these items differ in the number of options, as shown):

Item Number 1970	Item Number 1969		Number of Options 1970	Number of Options 1969
1	1	How well does he apply himself to his school work?	5	3
2	5	How favorable is his attitude toward school?	5	3
5	9	Does he voluntarily participate in classroom activities?	5	4
9	14	Uncooperative--Cooperative	5	5
10	21	Alert--Dull	5	5
12	17	Irresponsible--Responsible	5	5
13	18	Tidy, Neat--Unkempt, Untidy	5	5
14	19	Withdrawn--Outgoing	5	5
15	20	Follower--Leader	5	5
17	15	Friendly--Hostile	5	5
18	13	Defiant--Compliant	5	5

3. Listed below are questions in which there has been a change in the wording in 1970 (sometimes quite slight):

3		How well does he get along with other students?	5	
	3	How well does he get along with the other children in his class?		3
4		Does his speech pattern interfere with his ability to communicate with most adults?	5	
	6	Does his speech pattern interfere with his ability to communidate with adults?		3

3. (Continued)

Item Number			Number of Options	
1970	1969		1970	1969
5		Does he voluntarily participate in classroom activities?	5	
	9	Does he participate voluntarily in classroom activities? (Options differ)		4
6		How supportive is his family of his school efforts?	5	
	8	How well does his family support his efforts in school?		4
11		Non-aggressive--Aggressive	5	
	16	Submissive--Aggressive		5
26		Is he repeating this grade this year?	2	
	12	Is this student repeating this grade this year?		2
27		How many days has he been absent for any reason this school year?	____days	
	10	How many days has he been absent for any reason this school year? (Options differ)		0-2 days 3-5 days 3-10 " 11-20 " Over 20 "

4. The following items in the 1970 questionnaire have no corresponding item in the 1969 questionnaire: 7, 8, 16, 19 through 25, and Principal's appraisal.

5. The following items in the 1969 questionnaire have no corresponding item in the 1970 questionnaire: 2, 4, 7, and 11. In addition, questionnaire items 24 through 27 were intended to be answered by elementary school teachers only.

6. AGI = Age/Grade Indicator (see Notes 6 and 7 of the "1970 Master Analysis File - Title I - Tape Layout" in Appendix A to this report).

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

SPEECH & HEARING

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	219	2.42	0.62	1	219	3.24	1.28
2	219	2.49	0.61	2	218	2.93	1.17
3	216	2.16	0.45	3	218	2.78	1.05
4	216	2.37	0.55	4	215	3.17	1.29
5	218	2.17	0.54	5	217	3.03	1.24
6	219	1.67	0.79	6	202	2.93	1.29
7	215	2.48	0.64	7	219	8.53	1.18
8	217	2.15	0.85	8	218	8.63	1.17
9	216	2.15	0.91	9	217	3.50	1.16
10	213	3.17	1.21	10	217	3.11	1.22
11	216	1.09	0.35	11	216	2.96	1.16
12	217	1.83	0.38	12	217	3.02	1.22
13	194	3.55	1.01	13	217	2.59	1.20
14	198	3.64	1.17	14	216	3.18	1.15
15	200	2.29	1.04	15	218	2.65	1.21
16	193	2.66	1.08	16	217	2.91	1.10
17	196	2.94	1.26	17	217	2.43	1.02
18	200	2.53	1.29	18	214	3.27	1.08
19	196	2.89	1.13	19	214	1.24	1.00
20	195	2.53	1.14	20	216	1.14	1.03
21	197	3.19	1.20	21	200	2.91	1.20
				22	209	1.11	0.32
				23	214	1.19	0.39
24	209	1.92	0.27	24	219	1.65	0.48
25	199	1.10	0.40	25	214	1.16	0.37
26	208	1.15	0.36	26	216	1.20	0.40
27	204	1.74	0.79	27	215	13.53	13.31
AGI	183	3.57	0.71	AGI	213	3.33	0.69

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

BOYS GRADES K-3

1969 SEF

ITEM	N	MEAN	S.D.
1	1808	2.31	0.67
2	1806	2.34	0.66
3	1801	2.13	0.52
4	1799	2.27	0.58
5	1804	2.09	0.57
6	1800	1.45	0.65
7	1751	2.34	0.66
8	1793	2.10	0.87
9	1801	1.94	0.86
10	1761	2.93	1.25
11	1792	1.10	0.32
12	1784	1.86	0.34
13	1584	3.31	1.13
14	1638	3.54	1.20
15	1650	2.20	1.09
16	1596	3.02	1.13
17	1611	3.15	1.24
18	1652	2.34	1.25
19	1594	3.27	1.14
20	1603	2.83	1.21
21	1626	2.82	1.24
24	1751	1.92	0.27
25	1699	1.13	0.45
26	1738	1.38	0.48
27	1738	1.86	1.01
AGI	1373	3.51	0.70

1970 SEF

ITEM	N	MEAN	S.D.
1	1808	3.19	1.29
2	1805	2.86	1.21
3	1804	2.87	1.12
4	1739	3.76	1.19
5	1776	2.87	1.22
6	1728	2.95	1.29
7	1794	8.22	2.14
8	1794	8.02	2.29
9	1799	3.41	1.23
10	1800	2.95	1.22
11	1800	3.20	1.18
12	1798	3.05	1.22
13	1799	2.56	1.25
14	1797	3.34	1.06
15	1797	2.91	1.20
16	1798	2.82	1.13
17	1795	2.39	1.10
18	1768	3.22	1.10
19	1786	1.03	0.94
20	1774	0.86	0.93
21	1760	3.05	1.27
22	1755	1.09	0.28
23	1791	1.18	0.38
24	1802	1.16	0.37
25	1782	1.09	0.28
26	1731	1.14	0.35
27	1769	13.31	14.98
AGI	1614	3.53	0.70

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

GIRLS GRADES K-3

1969 SEF

ITEM	N	MEAN	S.D.
1	1795	2.13	0.66
2	1769	2.18	0.68
3	1790	2.01	0.50
4	1791	2.12	0.57
5	1789	1.95	0.55
6	1786	1.35	0.56
7	1749	2.18	0.69
8	1778	2.00	0.86
9	1789	1.85	0.82
10	1747	3.04	1.23
11	1767	1.10	0.31
12	1780	1.92	0.27
13	1608	3.64	1.09
14	1664	3.90	1.13
15	1668	1.99	1.02
16	1621	2.87	1.12
17	1634	3.57	1.20
18	1569	2.12	1.18
19	1629	3.23	1.17
20	1638	2.90	1.25
21	1645	2.63	1.20
24	1747	1.91	0.28
25	1683	1.11	0.43
26	1732	1.39	0.49
27	1724	1.35	1.00
AGI	1306	3.62	0.64

1970 SEF

ITEM	N	MEAN	S.D.
1	1795	2.67	1.24
2	1792	2.42	1.15
3	1791	2.55	1.06
4	1780	3.83	1.19
5	1769	2.60	1.17
6	1713	2.79	1.23
7	1784	6.31	2.00
8	1785	8.02	2.30
9	1786	3.61	1.11
10	1784	2.63	1.19
11	1784	3.05	1.17
12	1761	3.52	1.16
13	1784	2.28	1.15
14	1782	3.35	1.08
15	1785	2.94	1.20
16	1782	2.48	1.08
17	1779	2.16	0.97
18	1758	3.53	1.02
19	1769	0.76	0.85
20	1765	0.67	0.83
21	1743	3.14	1.26
22	1742	1.04	0.20
23	1776	1.07	0.25
24	1780	1.10	0.30
25	1761	1.06	0.23
26	1774	1.10	0.31
27	1755	13.27	14.19
AGI	1605	3.65	0.63

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

BOYS GRADES 4-6

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	1527	2.34	0.65	1	1527	3.19	1.30
2	1525	2.33	0.64	2	1520	2.92	1.23
3	1524	2.16	0.54	3	1520	2.76	1.08
4	1521	2.26	0.57	4	1498	3.73	1.12
5	1522	2.15	0.56	5	1508	2.90	1.24
6	1519	1.41	0.60	6	1412	2.83	1.30
7	1521	2.30	0.67	7	1511	8.42	1.70
8	1515	2.07	0.83	8	1504	8.23	1.91
9	1518	1.99	0.85	9	1504	3.40	1.26
10	1499	2.70	1.25	10	1504	2.90	1.25
11	1515	1.11	0.35	11	1501	3.31	1.18
12	1505	1.90	0.29	12	1501	3.11	1.30
13	1356	3.11	1.17	13	1501	2.51	1.24
14	1367	3.36	1.26	14	1506	3.46	1.08
15	1365	2.33	1.14	15	1505	3.02	1.19
16	1358	3.15	1.02	16	1499	2.83	1.17
17	1364	3.14	1.21	17	1495	2.35	1.11
18	1374	2.47	1.20	18	1481	3.19	1.12
19	1364	3.29	0.99	19	1501	1.50	1.16
20	1366	2.95	1.10	20	1495	1.35	1.13
21	1368	2.90	1.13	21	1438	3.06	1.24
				22	1483	1.08	0.27
				23	1494	1.26	0.44
24	1495	1.92	0.26	24	1509	1.12	0.32
25	1481	1.27	0.59	25	1481	1.11	0.31
26	1475	1.13	0.34	26	1484	1.06	0.23
27	1473	1.73	0.98	27	1484	13.70	17.15
AGI	1503	3.00	0.76	AGI	1506	2.97	0.80

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

GIRLS GRADES 4-6

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	1553	2.08	0.65	1	1553	2.70	1.23
2	1551	2.17	0.65	2	1547	2.43	1.13
3	1552	2.02	0.51	3	1543	2.54	1.07
4	1552	2.06	0.53	4	1514	3.84	1.14
5	1552	1.92	0.56	5	1529	2.58	1.16
6	1548	1.33	0.54	6	1429	2.62	1.21
7	1548	2.11	0.65	7	1540	8.46	1.63
8	1547	1.87	0.78	8	1539	8.28	1.77
9	1545	1.78	0.78	9	1537	3.79	1.16
10	1526	2.66	1.18	10	1532	2.66	1.20
11	1540	1.09	0.30	11	1531	3.11	1.14
12	1538	1.95	0.21	12	1532	3.59	1.15
13	1388	3.54	1.06	13	1525	2.32	1.21
14	1398	3.90	1.06	14	1534	3.37	1.12
15	1400	2.09	1.02	15	1533	2.98	1.21
16	1389	2.96	1.05	16	1534	2.52	1.14
17	1391	3.65	1.10	17	1533	2.14	1.04
18	1404	2.24	1.16	18	1518	3.49	1.11
19	1390	3.27	1.03	19	1541	1.15	1.08
20	1402	2.99	1.10	20	1533	1.14	1.04
21	1401	2.67	1.08	21	1468	3.17	1.23
				22	1525	1.03	0.18
				23	1536	1.10	0.30
24	1518	1.93	0.26	24	1543	1.09	0.28
25	1494	1.27	0.56	25	1525	1.08	0.27
26	1495	1.14	0.34	26	1531	1.03	0.18
27	1487	1.67	0.96	27	1522	11.33	13.84
AGI	1537	3.29	0.74	AGI	1542	3.27	0.74

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

BOYS GRADES 7-9

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	740	2.29	0.82	1	740	3.53	1.25
2	733	2.30	0.66	2	737	3.41	1.28
3	735	2.01	0.48	3	734	2.71	0.97
4	735	2.17	0.57	4	720	3.68	1.07
5	738	2.13	0.65	5	723	3.43	1.21
6	731	1.42	0.60	6	699	3.17	1.24
7	671	2.28	0.64	7	733	3.64	1.22
8	685	2.09	0.76	8	733	3.20	1.94
9	710	2.20	0.91	9	735	3.16	1.29
10	692	3.15	1.40	10	735	2.99	1.19
11	713	1.09	0.31	11	735	3.08	1.10
12	697	1.95	0.22	12	735	2.79	1.20
13	671	3.28	1.14	13	735	2.54	1.13
14	678	3.44	1.22	14	734	3.31	1.01
15	677	2.25	1.08	15	736	2.96	1.05
16	668	3.02	0.98	16	737	3.10	1.22
17	674	3.13	1.21	17	737	2.39	1.07
18	681	2.34	1.15	18	724	3.18	1.09
19	671	3.25	0.95	19	549	2.03	1.17
20	677	3.02	1.01	20	402	1.89	1.18
21	677	2.72	1.06	21	650	2.87	1.11
				22	677	1.05	0.21
				23	720	1.24	0.43
				24	719	1.14	0.35
				25	713	1.09	0.28
				26	674	1.14	0.35
				27	693	29.86	29.23
AGI	730	2.90	0.80	AGI	731	2.86	0.82

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

GIRLS GRADES 7-9

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	830	2.06	0.69	1	830	2.92	1.29
2	828	2.10	0.67	2	827	2.79	1.28
3	828	1.92	0.51	3	822	2.50	1.01
4	827	1.99	0.55	4	790	3.79	1.14
5	827	1.95	0.65	5	810	2.80	1.23
6	824	1.27	0.49	6	690	2.83	1.21
7	781	2.09	0.64	7	817	8.80	0.82
8	761	1.92	0.76	8	822	8.32	1.67
9	801	1.94	0.84	9	820	3.63	1.25
10	765	2.99	1.33	10	822	2.65	1.16
11	788	1.09	0.31	11	819	3.27	1.08
12	796	1.98	0.15	12	820	3.37	1.17
13	759	3.48	1.17	13	817	2.26	1.11
14	757	3.75	1.18	14	819	3.42	1.06
15	761	2.13	1.05	15	822	3.10	1.06
16	754	2.97	1.01	16	819	2.62	1.19
17	754	3.51	1.18	17	820	2.21	1.05
18	764	2.13	1.04	18	813	3.40	1.07
19	756	3.31	1.01	19	584	1.51	1.18
20	757	3.09	1.02	20	429	1.44	1.14
21	762	2.52	1.00	21	648	2.99	1.10
				22	744	1.06	0.24
				23	793	1.13	0.33
				24	813	1.07	0.26
				25	750	1.06	0.24
				26	774	1.05	0.23
				27	791	23.28	25.24
AGI	820	3.20	0.79	AGI	822	3.19	0.80

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

BOYS GRADES 10-12

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	372	2.15	0.70	1	372	3.06	1.28
2	366	2.13	0.69	2	369	2.62	1.29
3	370	1.63	0.54	3	362	2.30	1.04
4	369	1.98	0.60	4	343	3.65	1.27
5	369	1.93	0.66	5	329	2.99	1.29
6	366	1.24	0.49	6	253	2.73	1.28
7	319	2.10	0.66	7	357	6.64	1.31
8	334	1.84	0.74	8	359	8.21	2.26
9	344	2.16	0.91	9	364	3.74	1.21
10	319	3.30	1.34	10	365	2.49	1.17
11	349	1.04	0.22	11	365	3.24	1.12
12	337	1.96	0.20	12	364	3.41	1.28
13	309	3.55	1.06	13	364	2.09	1.02
14	328	3.92	1.18	14	364	3.40	1.12
15	321	1.69	0.94	15	364	3.08	1.11
16	313	3.01	1.02	16	362	2.52	1.19
17	319	3.68	1.15	17	362	2.04	1.01
18	318	1.85	0.94	18	353	3.43	0.90
19	315	3.31	1.08	19	183	1.66	1.30
20	315	3.09	1.01	20	49	1.41	1.35
21	319	2.40	1.10	21	231	3.18	1.06
				22	277	1.05	0.21
				23	279	1.08	0.28
				24	310	1.07	0.26
				25	301	1.02	0.14
				26	295	1.11	0.31
				27	305	28.79	27.64
AGI	365	3.1[illegible]	0.8[illegible]	AGI	367	2.95	0.86

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

GIRLS GRADES 10-12

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	428	1.87	0.66	1	428	2.66	1.22
2	428	1.89	0.63	2	425	2.50	1.25
3	425	1.74	0.52	3	425	2.18	1.02
4	428	1.84	0.55	4	401	3.82	1.23
5	428	1.82	0.62	5	393	2.65	1.27
6	426	1.18	0.42	6	317	2.52	1.22
7	374	1.83	0.59	7	415	8.60	1.42
8	405	1.80	0.71	8	415	8.41	1.93
9	418	1.84	0.76	9	423	3.82	1.22
10	404	3.12	1.33	10	423	2.30	1.12
11	421	1.07	0.27	11	422	3.36	1.16
12	417	1.97	0.17	12	422	3.63	1.20
13	374	3.57	1.15	13	422	1.69	1.00
14	384	4.00	1.15	14	422	3.53	1.08
15	381	1.95	1.06	15	419	3.19	1.13
16	377	3.14	0.96	16	421	2.37	1.17
17	377	3.85	1.12	17	421	2.09	1.04
18	383	1.72	0.95	18	416	3.48	1.03
19	374	3.52	1.00	19	231	1.19	1.19
20	376	3.28	1.02	20	60	0.97	1.12
21	378	2.21	0.99	21	272	3.28	1.10
				22	336	1.05	0.21
				23	353	1.08	0.27
				24	375	1.06	0.23
				25	306	1.02	0.14
				26	356	1.03	0.18
				27	357	26.68	25.95
AGI	423	3.39	0.74	AGI	424	3.35	0.79

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

NON-IDENTIFIED BOYS

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	719	1.96	0.67	1	719	2.58	1.25
2	718	1.99	0.66	2	718	2.41	1.22
3	719	1.93	0.51	3	715	2.31	1.02
4	717	2.00	0.56	4	688	3.95	1.16
5	718	1.86	0.58	5	690	2.57	1.23
6	715	1.23	0.46	6	648	2.35	1.22
7	675	1.99	0.66	7	707	8.64	1.30
8	688	1.68	0.70	8	705	8.21	2.04
9	696	1.75	0.82	9	717	3.90	1.16
10	685	2.62	1.27	10	717	2.33	1.14
11	697	1.09	0.32	11	717	3.21	1.17
12	695	1.96	0.20	12	715	3.01	1.19
13	637	3.57	1.07	13	714	2.02	1.09
14	651	3.95	1.08	14	715	3.59	1.04
15	652	1.88	0.96	15	716	3.25	1.16
16	641	3.05	1.08	16	715	2.32	1.16
17	647	3.70	1.14	17	712	1.95	1.01
18	652	1.67	1.02	18	704	3.65	1.07
19	637	3.47	1.03	19	585	0.73	0.99
20	646	3.17	1.14	20	577	0.66	0.98
21	649	2.25	1.08	21	654	3.72	1.14
				22	690	1.04	0.20
				23	702	1.07	0.25
24	508	1.91	0.29	24	703	1.06	0.23
25	505	1.21	0.54	25	702	1.04	0.20
26	505	1.21	.41	26	693	1.06	0.25
27	504	1.63	0.95	27	692	14.69	20.22
AGI	637	3.36	0.73	AGI	683	3.41	0.75

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

GIRLS GRADES 10-12

1969 SEF

ITEM	N	MEAN	S.D.
1	428	1.87	0.66
2	428	1.89	0.63
3	425	1.74	0.52
4	428	1.84	0.55
5	428	1.82	0.62
6	426	1.18	0.42
7	374	1.83	0.59
8	405	1.80	0.71
9	418	1.84	0.76
10	404	3.12	1.33
11	421	1.07	0.27
12	417	1.97	0.17
13	374	3.57	1.15
14	384	4.00	1.15
15	381	1.95	1.06
16	377	3.14	0.96
17	377	3.85	1.12
18	383	1.72	0.95
19	374	3.52	1.00
20	376	3.28	1.02
21	378	2.21	0.99
AGI	423	3.39	0.74

1970 SEF

ITEM	N	MEAN	S.D.
1	428	2.66	1.22
2	425	2.56	1.25
3	425	2.18	1.02
4	401	3.82	1.23
5	393	2.65	1.27
6	317	2.52	1.22
7	415	8.60	1.42
8	415	8.41	1.93
9	423	3.82	1.22
10	423	2.30	1.12
11	422	3.36	1.16
12	422	3.63	1.20
13	422	1.89	1.00
14	422	3.53	1.08
15	419	3.19	1.13
16	421	2.37	1.17
17	421	2.09	1.04
18	416	3.48	1.03
19	231	1.19	1.19
20	60	0.97	1.12
21	272	3.28	1.10
22	356	1.05	0.21
23	353	1.08	0.27
24	375	1.06	0.23
25	366	1.02	0.14
26	356	1.03	0.18
27	357	26.68	25.95
AGI	424	3.35	0.79

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

NON-IDENTIFIED BOYS

1969 SEF

ITEM	N	MEAN	S.D.
1	719	1.96	0.67
2	718	1.99	0.66
3	719	1.93	0.51
4	717	2.00	0.56
5	718	1.86	0.58
6	715	1.23	0.46
7	675	1.99	0.66
8	688	1.68	0.70
9	696	1.75	0.82
10	685	2.62	1.27
11	697	1.09	0.32
12	695	1.96	0.20
13	637	3.57	1.07
14	651	3.95	1.08
15	652	1.88	0.96
16	641	3.05	1.08
17	647	3.70	1.14
18	652	1.67	1.02
19	637	3.47	1.03
20	646	3.17	1.14
21	649	2.25	1.08
24	508	1.91	0.29
25	505	1.21	0.54
26	505	1.21	0.41
27	504	1.63	0.95
AGI	637	3.36	0.73

1970 SEF

ITEM	N	MEAN	S.D.
1	719	2.58	1.25
2	718	2.41	1.22
3	715	2.31	1.02
4	688	3.95	1.16
5	690	2.57	1.23
6	648	2.35	1.22
7	707	6.04	1.30
8	705	8.21	2.04
9	717	3.90	1.16
10	717	2.33	1.14
11	717	3.21	1.17
12	715	3.01	1.19
13	714	2.02	1.09
14	715	3.59	1.04
15	716	3.25	1.16
16	715	2.32	1.16
17	712	1.95	1.01
18	704	3.65	1.07
19	565	0.73	0.99
20	577	0.66	0.98
21	654	3.72	1.14
22	690	1.04	0.20
23	702	1.07	0.25
24	703	1.06	0.23
25	702	1.04	0.20
26	693	1.06	0.25
27	692	14.69	20.22
AGI	683	3.41	0.75

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

NON-IDENTIFIED GIRLS

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	1014	1.79	0.63	1	1014	2.16	1.15
2	1011	1.85	0.62	2	1010	1.98	1.06
3	1013	1.83	0.51	3	1010	2.10	0.94
4	1012	1.89	0.52	4	976	4.13	1.15
5	1012	1.74	0.56	5	984	2.19	1.12
6	1012	1.17	0.41	6	932	2.19	1.13
7	974	1.83	0.62	7	999	8.64	1.35
8	980	1.62	0.70	8	1001	8.33	1.92
9	993	1.60	0.71	9	999	4.22	1.03
10	962	2.69	1.21	10	1000	2.08	1.06
11	989	1.07	0.26	11	999	3.25	1.18
12	984	1.97	0.17	12	998	4.01	1.08
13	927	3.74	1.05	13	996	1.77	1.01
14	944	4.16	1.01	14	997	3.69	1.07
15	942	1.80	0.96	15	998	3.27	1.23
16	936	2.96	1.10	16	999	1.99	1.03
17	933	3.99	1.05	17	996	1.82	0.92
18	943	1.70	0.94	18	990	3.86	1.02
19	930	3.55	1.04	19	846	0.58	0.86
20	936	3.27	1.12	20	821	0.55	0.84
21	939	2.15	1.00	21	897	3.61	1.12
				22	970	1.03	0.16
				23	985	1.03	0.17
24	780	1.90	0.29	24	967	1.03	0.18
25	768	1.21	0.53	25	982	1.02	0.14
26	774	1.25	0.44	26	975	1.03	0.18
27	771	1.64	0.97	27	964	12.36	16.26
AGI	874	3.62	0.63	AGI	950	3.64	0.64

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

IDENTIFIED BOYS

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	3730	2.37	0.65	1	3730	3.36	1.26
2	3721	2.39	0.64	2	3715	3.07	1.23
3	3713	2.13	0.53	3	3707	2.85	1.08
4	3706	2.27	0.58	4	3654	3.68	1.15
5	3717	2.15	0.59	5	3646	3.06	1.24
6	3705	1.45	0.63	6	3356	3.04	1.27
7	3589	2.36	0.65	7	3690	8.34	1.89
8	3641	2.14	0.84	8	3687	8.12	2.12
9	3679	2.07	0.87	9	3687	3.29	1.25
10	3588	2.97	1.29	10	3669	3.01	1.22
11	3674	1.10	0.32	11	3686	3.22	1.16
12	3630	1.89	0.32	12	3685	2.95	1.24
13	3285	3.19	1.15	13	3687	2.60	1.21
14	3362	3.40	1.24	14	3688	3.34	1.06
15	3363	2.29	1.11	15	3688	2.91	1.16
16	3296	3.07	1.06	16	3683	2.95	1.15
17	3323	3.08	1.22	17	3679	2.43	1.09
18	3375	2.44	1.21	18	3624	3.14	1.06
19	3309	3.24	1.05	19	3436	1.48	1.12
20	3316	2.88	1.12	20	3145	1.27	1.10
21	3343	2.90	1.16	21	3427	2.90	1.20
				22	3504	1.08	0.27
				23	3584	1.24	0.43
24	3087	1.92	0.27	24	3639	1.15	0.36
25	3023	1.20	0.54	25	3577	1.10	0.30
26	3056	1.25	0.43	26	3543	1.12	0.32
27	3056	1.78	1.00	27	3561	17.75	20.99
AGI	3336	3.12	0.80	AGI	3535	3.11	0.83

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

IDENTIFIED GIRLS

1969 SEF

ITEM	N	MEAN	S.D.
1	3592	2.16	0.66
2	3585	2.21	0.66
3	3582	2.01	0.51
4	3586	2.10	0.56
5	3584	1.98	0.57
6	3572	1.35	0.56
7	3478	2.19	0.65
8	3511	2.01	0.81
9	3560	1.91	0.82
10	3480	2.97	1.26
11	3547	1.10	0.31
12	3547	1.94	0.24
13	3202	3.52	1.11
14	3259	3.80	1.14
15	3268	2.11	1.04
16	3205	2.93	1.06
17	3223	3.50	1.17
18	3277	2.25	1.16
19	3219	3.21	1.08
20	3237	2.92	1.14
21	3247	2.71	1.12
24	2940	1.92	0.27
25	2856	1.20	0.51
26	2903	1.24	0.43
27	2886	1.75	0.96
AGI	3212	3.33	0.75

1970 SEF

ITEM	N	MEAN	S.D.
1	3592	2.88	1.23
2	3581	2.64	1.18
3	3571	2.62	1.06
4	3569	3.74	1.16
5	3517	2.76	1.18
6	3217	2.87	1.21
7	3557	8.43	1.75
8	3560	8.16	2.02
9	3567	3.65	1.17
10	3561	2.70	1.18
11	3557	3.11	1.14
12	3557	3.39	1.16
13	3552	2.39	1.16
14	3560	3.29	1.08
15	3561	2.93	1.15
16	3557	2.66	1.11
17	3557	2.25	1.02
18	3515	3.39	1.05
19	3279	1.15	1.05
20	2966	1.07	1.02
21	3234	2.95	1.18
22	3377	1.05	0.21
23	3473	1.11	0.31
24	3524	1.10	0.30
25	3450	1.07	0.26
26	3460	1.08	0.26
27	3441	16.36	19.01
AGI	3443	3.34	0.75

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

PPT CASELOAD - BOYS

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	1835	2.43	0.63	1	1835	3.45	1.25
2	1829	2.45	0.61	2	1825	3.15	1.22
3	1826	2.18	0.53	3	1822	2.92	1.07
4	1824	2.29	0.58	4	1793	3.66	1.17
5	1829	2.20	0.59	5	1800	3.10	1.23
6	1819	1.50	0.66	6	1647	3.07	1.28
7	1784	2.42	0.64	7	1818	8.31	1.95
8	1804	2.22	0.85	8	1811	8.08	2.19
9	1814	2.10	0.89	9	1808	3.22	1.26
10	1773	3.04	1.31	10	1811	3.07	1.20
11	1812	1.11	0.34	11	1809	3.24	1.18
12	1794	1.88	0.32	12	1804	2.87	1.22
13	1621	3.12	1.17	13	1809	2.70	1.24
14	1655	3.28	1.25	14	1818	3.33	1.08
15	1657	2.39	1.15	15	1817	2.90	1.17
16	1627	3.12	1.08	16	1812	3.00	1.16
17	1640	2.95	1.23	17	1807	2.47	1.11
18	1661	2.57	1.22	18	1779	3.10	1.09
19	1639	3.25	1.07	19	1714	1.58	1.11
20	1637	2.88	1.13	20	1581	1.37	1.11
21	1651	2.96	1.16	21	1680	2.81	1.20
				22	1757	1.10	0.30
				23	1768	1.28	0.45
24	1535	1.92	0.28	24	1791	1.16	0.37
25	1503	1.25	0.59	25	1756	1.10	0.30
26	1524	1.26	0.44	26	1736	1.12	0.33
27	1514	1.85	1.05	27	1756	18.37	21.50
AGI	1669	3.05	0.86	AGI	1735	3.03	0.83

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

PPT CASELOAD - GIRLS

1969 SEF

ITEM	N	MEAN	S.D.
1	1573	2.23	0.66
2	1567	2.30	0.65
3	1570	2.07	0.52
4	1569	2.13	0.58
5	1569	2.03	0.58
6	1565	1.40	0.57
7	1531	2.27	0.65
8	1541	2.07	0.82
9	1562	1.95	0.82
10	1537	2.98	1.26
11	1554	1.09	0.31
12	1562	1.93	0.26
13	1401	3.47	1.12
14	1428	3.73	1.14
15	1431	2.15	1.04
16	1398	2.94	1.04
17	1418	3.42	1.17
18	1438	2.37	1.20
19	1416	3.20	1.09
20	1420	2.88	1.14
21	1433	2.80	1.12
24	1316	1.91	0.29
25	1262	1.22	0.55
26	1294	1.23	0.42
27	1233	1.83	1.06
AGI	1422	3.27	0.77

1970 SEF

ITEM	N	MEAN	S.D.
1	1573	2.98	1.26
2	1570	2.74	1.22
3	1561	2.68	1.07
4	1536	3.71	1.13
5	1544	2.83	1.21
6	1423	2.93	1.24
7	1557	8.47	1.73
8	1557	8.20	2.05
9	1560	3.59	1.20
10	1556	2.86	1.21
11	1559	3.07	1.15
12	1554	3.33	1.18
13	1554	2.48	1.18
14	1557	3.28	1.12
15	1558	2.87	1.19
16	1559	2.74	1.13
17	1555	2.29	1.06
18	1536	3.35	1.09
19	1469	1.29	1.08
20	1338	1.17	1.06
21	1438	2.87	1.19
22	1491	1.06	0.24
23	1523	1.12	0.33
24	1546	1.12	0.33
25	1517	1.08	0.28
26	1522	1.08	0.28
27	1505	16.46	19.32
AGI	1513	3.27	0.77

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

YSY - TUTORS

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	63	1.94	0.72	1	63	3.19	1.20
2	63	1.94	0.72	2	63	2.98	1.22
3	63	1.73	0.48	3	61	2.48	0.87
4	63	1.90	0.64	4	61	3.56	1.19
5	63	1.79	0.70	5	62	3.02	1.17
6	62	1.40	0.59	6	52	2.88	1.17
7	54	2.00	0.67	7	62	2.65	1.15
8	57	1.93	0.78	8	62	2.29	1.71
9	62	1.77	0.76	9	63	3.44	1.16
10	58	2.91	1.23	10	63	2.75	1.22
11	61	1.07	0.25	11	63	3.14	1.11
12	60	3.00	0.00	12	63	3.35	1.06
13	58	3.53	1.16	13	63	2.14	1.01
14	59	3.68	1.18	14	63	3.73	0.94
15	59	2.05	1.01	15	63	3.24	1.12
16	59	3.00	0.96	16	63	2.83	1.24
17	58	3.36	1.21	17	63	2.43	1.23
18	59	2.12	0.97	18	63	3.33	1.12
19	58	3.50	0.98	19	48	1.98	1.08
20	58	3.19	0.91	20	19	2.11	1.05
21	59	2.42	0.89	21	50	2.82	1.10
				22	56	1.04	0.19
				23	60	1.12	0.32
24	14	1.79	0.43	24	61	1.07	0.25
25	14	1.36	0.74	25	59	1.05	0.22
26	14	1.14	0.36	26	59	1.03	0.18
27	14	1.43	0.65	27	60	20.17	19.15
AGI	61	2.95	0.72	AGI	62	2.97	0.70

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

YSY - TUTEES

1969 SEF

ITEM	N	MEAN	S.D.
1	133	2.30	0.64
2	137	2.33	0.64
3	138	2.13	0.52
4	138	2.28	0.55
5	138	2.09	0.53
6	137	1.41	0.58
7	135	2.39	0.60
8	137	2.07	0.80
9	137	1.91	0.78
10	134	2.66	1.18
11	138	1.08	0.30
12	138	1.87	0.34
13	114	3.34	1.05
14	117	3.54	1.20
15	116	2.34	1.08
16	115	3.07	0.99
17	113	3.27	1.08
18	116	2.61	1.16
19	117	3.18	1.06
20	118	2.99	1.12
21	117	2.65	1.05
24	136	1.94	0.24
25	134	1.19	0.55
26	130	1.31	0.46
27	135	1.97	1.23
AGI	129	3.29	0.74

1970 SEF

ITEM	N	MEAN	S.D.
1	138	2.96	1.28
2	138	2.61	1.16
3	138	2.78	1.14
4	129	3.66	1.16
5	137	2.64	1.18
6	128	2.76	1.28
7	134	8.62	1.31
8	135	8.33	1.82
9	138	3.67	1.17
10	137	2.86	1.23
11	138	3.21	0.97
12	137	3.22	1.28
13	138	2.54	1.09
14	135	3.41	0.91
15	137	2.95	1.02
16	137	2.76	1.09
17	136	2.35	1.01
18	136	3.31	1.15
19	137	1.27	1.00
20	136	1.10	1.03
21	131	2.87	1.23
22	133	1.10	0.30
23	137	1.13	0.34
24	138	1.20	0.40
25	134	1.07	0.25
26	137	1.08	0.27
27	137	10.88	13.91
AGI	132	3.29	0.73

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

USC - WIDENING HORIZONS

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	65	2.20	0.51	1	65	3.20	1.05
2	65	2.29	0.49	2	65	3.08	1.20
3	65	2.05	0.37	3	65	2.54	0.92
4	63	2.14	0.47	4	64	4.14	0.92
5	64	2.03	0.53	5	61	3.30	1.09
6	64	1.34	0.51	6	61	3.31	1.10
7	58	2.22	0.46	7	64	8.83	0.68
8	61	1.93	0.65	8	64	8.73	1.00
9	62	2.08	0.87	9	64	3.58	1.10
10	64	2.92	1.36	10	65	2.72	0.93
11	64	1.06	0.24	11	65	3.09	1.03
12	60	1.97	0.18	12	64	3.09	1.14
13	50	3.26	0.96	13	62	2.60	1.15
14	52	3.52	1.11	14	64	3.33	0.87
15	52	2.31	1.09	15	65	2.82	1.03
16	50	3.24	1.00	16	65	2.72	1.08
17	52	3.54	0.96	17	65	2.28	1.07
18	52	2.46	1.06	18	64	3.27	0.95
19	50	3.28	0.83	19	51	1.27	1.20
20	50	2.94	0.89	20	40	1.07	1.21
21	52	2.69	0.70	21	62	3.03	1.10
				22	65	1.05	0.21
				23	63	1.16	0.37
24	2	1.00	0.00	24	64	1.11	0.31
25	3	1.00	0.00	25	65	1.05	0.21
26	3	1.00	0.00	26	65	1.05	0.21
27	3	1.67	0.58	27	63	29.38	22.45
AG1	63	3.00	0.86	AG1	64	2.98	0.90

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

USC - CLOTHING

1969 SEF

ITEM	N	MEAN	S.D.
1	428	2.43	0.63
2	426	2.50	0.59
3	427	2.27	0.51
4	427	2.36	0.58
5	427	2.25	0.60
6	428	1.44	0.61
7	423	2.47	0.62
8	425	2.34	0.90
9	426	2.12	0.87
10	423	3.13	1.29
11	423	1.18	0.42
12	421	1.86	0.35
13	386	3.11	1.22
14	393	3.29	1.24
15	392	2.43	1.12
16	385	2.98	1.06
17	387	3.01	1.21
18	393	2.99	1.22
19	388	3.04	1.16
20	385	2.74	1.16
21	386	3.08	1.16
24	410	1.88	0.33
25	406	1.22	0.56
26	407	1.30	0.46
27	407	1.80	1.00
AGI	386	3.09	0.76

1970 SEF

ITEM	N	MEAN	S.D.
1	423	3.42	1.25
2	425	3.12	1.20
3	425	3.02	1.11
4	414	3.74	1.11
5	422	3.12	1.21
6	403	3.33	1.22
7	426	8.44	1.66
8	427	8.07	2.20
9	424	3.26	1.24
10	423	3.16	1.29
11	423	3.10	1.23
12	422	2.92	1.23
13	425	3.10	1.20
14	424	3.13	1.13
15	423	2.68	1.17
16	421	3.08	1.09
17	422	2.59	1.04
18	413	3.07	1.11
19	421	1.58	1.08
20	417	1.41	1.08
21	410	2.31	1.08
22	403	1.10	0.31
23	421	1.25	0.43
24	425	1.18	0.39
25	407	1.12	0.33
26	418	1.14	0.35
27	420	18.23	18.49
AGI	393	3.07	0.77

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

USC - TUTORED

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	34	2.56	0.56	1	34	3.38	1.30
2	34	2.59	0.50	2	33	2.91	1.13
3	34	2.24	0.55	3	33	2.73	1.01
4	34	2.44	0.50	4	32	3.59	1.16
5	34	2.26	0.51	5	34	2.97	1.24
6	34	1.56	0.66	6	31	2.71	1.24
7	33	2.58	0.61	7	34	8.53	1.64
8	34	2.41	0.78	8	34	8.24	1.76
9	33	2.27	0.80	9	34	3.59	1.10
10	34	2.76	1.26	10	34	3.29	1.17
11	34	1.09	0.29	11	34	2.88	1.17
12	33	1.91	0.29	12	34	3.06	1.15
13	31	3.00	1.21	13	34	2.50	1.02
14	32	3.28	1.20	14	34	3.03	1.03
15	31	2.26	1.29	15	34	2.65	1.04
16	31	2.77	1.15	16	34	2.94	0.92
17	32	2.88	1.16	17	33	2.21	1.02
18	32	2.44	0.98	18	32	3.44	0.95
19	31	2.81	1.25	19	34	2.03	1.00
20	31	2.71	1.13	20	34	1.79	1.09
21	32	3.16	1.02	21	32	2.34	1.17
				22	33	1.09	0.29
				23	34	1.18	0.39
24	33	1.85	0.36	24	34	1.15	0.36
25	34	1.03	0.17	25	34	1.18	0.39
26	34	1.15	0.36	26	34	1.18	0.39
27	32	1.72	0.89	27	33	11.36	15.10
AGI	32	2.88	0.83	AGI	32	2.94	0.80

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

PHYSICAL FITNESS PROGRAM

1969 SEF

ITEM	N	MEAN	S.D.
1	146	2.34	0.64
2	146	2.41	0.64
3	145	2.16	0.54
4	146	2.24	0.55
5	145	2.08	0.58
6	144	1.48	0.58
7	146	2.34	0.66
8	142	2.02	0.79
9	145	1.80	0.67
10	141	2.49	1.11
11	145	1.10	0.35
12	144	1.91	0.29
13	128	3.08	1.01
14	130	3.40	1.17
15	132	2.25	0.94
16	129	3.19	1.01
17	132	3.13	1.17
18	133	2.32	1.14
19	130	3.41	1.01
20	132	3.11	1.07
21	132	2.91	1.00
24	142	1.93	0.26
25	142	1.04	0.20
26	142	1.04	0.18
27	142	1.70	1.06
AGI	144	2.90	0.71

1970 SEF

ITEM	N	MEAN	S.D.
1	146	3.06	1.26
2	145	2.70	1.10
3	146	2.55	1.10
4	140	3.71	1.12
5	145	2.63	1.11
6	121	2.54	1.28
7	142	8.42	2.15
8	141	8.11	2.21
9	142	3.59	1.11
10	143	2.80	1.15
11	142	3.20	1.15
12	141	3.27	1.26
13	140	2.49	1.23
14	142	3.65	1.00
15	142	3.18	1.20
16	142	2.68	1.04
17	143	2.25	1.08
18	142	3.18	1.06
19	141	1.43	1.15
20	132	1.30	1.08
21	126	2.90	1.16
22	140	1.04	0.19
23	141	1.19	0.39
24	141	1.13	0.34
25	140	1.07	0.26
26	139	1.02	0.15
27	136	9.79	14.23
AGI	145	2.67	0.73

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

READING INCENTIVE SEMINAR

1969 SEF				1970 SEF			
ITEM	N	MEAN	S.D.	ITEM	N	MEAN	S.D.
1	256	1.87	0.69	1	256	2.94	1.30
2	255	1.87	0.65	2	255	2.86	1.31
3	256	1.77	0.53	3	254	2.56	1.01
4	256	1.93	0.60	4	252	3.55	1.11
5	256	1.84	0.65	5	254	2.91	1.25
6	256	1.22	0.44	6	200	3.02	1.13
7	233	1.91	0.64	7	251	8.78	1.06
8	249	1.86	0.74	8	251	8.80	1.02
9	254	1.83	0.81	9	251	3.58	1.16
10	239	3.01	1.28	10	251	2.57	1.13
11	251	1.11	0.31	11	251	3.20	0.94
12	252	1.98	0.15	12	251	3.33	1.13
13	228	3.62	1.07	13	251	2.22	1.01
14	228	3.91	1.11	14	251	3.38	0.99
15	229	1.95	1.02	15	250	3.11	0.93
16	225	3.01	0.87	16	251	2.63	1.14
17	228	3.69	1.12	17	251	2.29	1.00
18	231	1.79	0.97	18	250	3.29	0.89
19	228	3.39	0.98	19	202	1.70	1.31
20	229	3.31	0.96	20	48	1.52	1.09
21	229	2.29	0.99	21	167	3.10	1.05
				22	203	1.04	0.20
				23	209	1.08	0.27
24	72	1.88	0.33	24	245	1.04	0.20
25	72	1.28	0.63	25	233	1.03	0.18
26	70	1.14	0.35	26	231	1.07	0.26
27	72	1.42	0.75	27	220	26.25	27.11
AGI	250	3.24	0.79	AGI	252	3.22	0.82

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

MATH CLINIC

1969 SEF

ITEM	N	MEAN	S.D.
1	39	1.69	0.69
2	39	1.82	0.68
3	39	1.74	0.50
4	39	1.82	0.56
5	39	1.56	0.60
6	39	1.13	0.41
7	34	1.82	0.72
8	37	1.38	0.55
9	37	1.65	0.72
10	35	2.29	1.05
11	39	1.03	0.16
12	37	1.95	0.23
13	34	3.88	1.04
14	36	4.14	0.96
15	36	1.86	0.93
16	35	3.17	1.07
17	36	3.86	1.13
18	36	1.67	1.01
19	36	3.50	1.03
20	36	3.22	1.10
21	36	2.47	1.23
24	11	1.91	0.30
25	11	1.27	0.65
26	11	1.09	0.30
27	11	1.18	0.40
AGI	37	3.43	0.77

1970 SEF

ITEM	N	MEAN	S.D.
1	39	2.51	1.21
2	39	2.23	1.22
3	39	1.95	0.92
4	38	3.74	1.35
5	38	2.21	1.02
6	33	2.36	1.29
7	39	8.59	1.62
8	39	8.59	1.62
9	39	4.10	1.05
10	39	2.41	1.19
11	39	3.51	1.21
12	39	3.82	1.21
13	39	2.08	1.11
14	39	3.72	1.05
15	39	3.18	1.30
16	39	2.03	1.04
17	39	1.56	0.72
18	38	3.76	0.91
19	32	1.56	1.34
20	14	1.71	1.38
21	35	2.97	1.15
22	34	1.00	0.00
23	37	1.11	0.31
24	39	1.15	0.37
25	36	1.00	0.00
26	38	1.08	0.27
27	36	13.31	16.96
AGI	38	3.42	0.83

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

DC SCHOOLS TITLE I EVALUATION
COMPARISON OF 1969 AND 1970 TEACHER EVALUATIONS

URBAN JOURNALISM

1969 SEF

ITEM	N	MEAN	S.D.
1	21	1.86	0.73
2	21	1.86	0.73
3	21	1.71	0.56
4	21	1.95	0.59
5	21	1.71	0.78
6	21	1.10	0.30
7	19	1.79	0.63
8	20	1.70	0.73
9	21	1.62	0.80
10	19	3.00	1.41
11	21	1.05	0.22
12	20	2.00	0.00
13	19	3.53	1.31
14	19	3.79	1.44
15	19	1.84	0.96
16	18	2.89	1.18
17	19	3.74	1.28
18	19	2.05	1.13
19	19	3.37	1.12
20	19	3.21	1.08
21	19	2.32	1.20
24	2	2.00	0.00
25	2	1.00	0.00
26	2	1.50	0.71
27	2	1.00	0.00
AGI	19	3.63	0.68

1970 SEF

ITEM	N	MEAN	S.D.
1	21	2.14	1.28
2	21	2.14	1.20
3	21	1.90	1.04
4	21	3.29	1.62
5	18	2.17	1.15
6	18	2.83	1.54
7	21	8.71	1.10
8	21	8.33	2.20
9	21	4.14	1.01
10	21	2.05	0.97
11	20	3.50	0.95
12	21	3.90	1.14
13	21	1.76	1.00
14	21	3.86	1.11
15	21	3.43	1.36
16	20	2.10	1.07
17	21	1.71	0.90
18	21	3.67	0.91
19	10	1.00	1.41
20	2	0.00	0.00
21	12	2.67	0.98
22	13	1.00	0.00
23	17	1.00	0.00
24	18	1.11	0.32
25	19	1.00	0.00
26	18	1.00	0.00
27	19	13.53	11.66
AGI	20	3.55	0.83

ITEMS IN SEF70 ARE NOT THE SAME AS IN SEF69

PUPIL PERSONNEL SERVICES TEAMS EVALUATION FORM
Distribution of Responses, by Sex, 1969-70
(Boys N=3470, Girls N=2991)

% Boys	% Girls	
		1. HOW FAVORABLE IS THIS STUDENT'S ATTITUDE TOWARD SCHOOL?
9.7	16.0	Above average
69.6	71.6	Average
20.7	12.4	Below average
		2. HOW WELL CAN YOU UNDERSTAND HIM WHEN HE SPEAKS?
25.2	31.5	Very well
63.3	61.1	About average
10.3	6.9	Not very well
1.2	0.5	Hard to understand
		3. DOES HIS SPEECH PATTERN INTERFERE WITH HIS ABILITY TO COMMUNICATE WITH ADULTS?
70.4	78.8	Never
26.7	19.2	Somewhat
2.9	2.0	Very often
		4. DOES HE GET INTO TROUBLE BECAUSE OF FIGHTING WITH OTHER CHILDREN?
6.1	2.6	Frequently
41.0	24.6	Sometimes
52.9	72.7	Never
		5. DOES HE GET INTO TROUBLE WITH THE POLICE?
1.4	0.5	Frequently
10.8	3.3	Sometimes
87.8	96.2	Never
		6. DOES HE GET INTO TROUBLE WITH NEIGHBORS?
1.1	0.6	Frequently
24.3	13.0	Sometimes
74.6	86.4	Never
		7. HOW MANY PERSONAL BOOKS DOES HE HAVE?
9.9	13.1	More than 10
33.1	38.7	3-10
36.6	31.1	1-2
20.4	17.1	None

% Boys	% Girls	
		8. WHAT IS THE STRUCTURE OF HIS HOME?
52.3	52.2	Both parents in the home
39.1	39.0	One parent in the home
5.7	5.0	Extended family home
1.8	2.3	Substitute family home
1.1	1.5	Other
		9. HOW MUCH EDUCATION DOES HIS FAMILY WANT HIM TO HAVE? (highest level)
19.5	24.3	Graduate from college
8.5	12.3	Some college
15.0	12.5	Some technical training beyond high school
48.1	43.9	Graduate from high sch.
5.8	4.3	Some high school
3.1	2.7	Doesn't care
		10. HOW DOES HIS HOME COMPARE WITH OTHERS IN THE NEIGHBORHOOD?
6.3	5.1	Above average
82.6	84.7	Average
11.1	10.2	Below average
		11. HOW WOULD YOU DESCRIBE THE INSIDE OF HIS HOME?
17.0	17.8	Clean, neat, organized
68.0	69.4	Average
15.0	12.8	Unkempt, disorderly
		12. DOES HE HAVE AN ADEQUATE PLACE TO STUDY?
26.2	27.9	Quite adequate
58.4	58.5	Barely adequate
15.3	13.6	Not adequate at all
		13. HOW WELL DOES HIS FAMILY SUPPORT HIS EFFORTS AT SCHOOL?
23.4	26.2	Very well
56.9	57.5	Fairly well
16.4	13.3	Not very well
3.3	3.0	Not at all

		% Boys	% Girls
14.	DEFIANT	3.1	2.3
		12.9	9.8
		34.9	32.5
		34.3	35.0
	COMPLIANT	14.7	20.4
15.	UNCOOPERATIVE	4.2	2.6
		12.3	9.3
		29.4	24.2
		36.5	38.8
	COOPERATIVE	17.6	25.1
16.	FRIENDLY	23.4	28.8
		39.9	39.6
		28.6	26.1
		6.4	4.7
	HOSTILE	1.7	0.9
17.	SUBMISSIVE	3.0	2.9
		14.1	16.0
		48.2	51.6
		26.2	22.3
	AGGRESSIVE	8.5	7.2
18.	IRRESPONSIBLE	5.9	3.0
		14.4	10.5
		42.7	37.5
		28.6	35.1
	RESPONSIBLE	8.3	14.0
19.	NEAT, TIDY	16.8	23.0
		35.7	35.2
		34.7	31.3
		9.4	7.5
	UNKEMPT, UNTIDY	3.4	3.0
20.	WITHDRAWN	2.3	2.6
		11.6	12.7
		48.5	47.2
		27.5	28.3
	OUTGOING	10.1	9.2
21.	FOLLOWER	4.5	3.7
		20.7	20.8
		51.1	53.0
		17.9	16.9
	LEADER	5.8	5.6
22.	ALERT	8.4	11.1
		27.7	32.4
		46.4	43.4
		13.6	10.9
	DULL	4.0	2.1

23. HOW DID YOUR TEAM GET THIS STUDENT IN YOUR CASELOAD?

% Boys	% Girls	
92.0	90.9	Identified at the first of the year at your school
2.8	2.7	Transferred from another school where he was identified
5.2	6.5	Added during the year

24. HOW MANY CONTACTS RELATED TO HIS PROBLEMS HAS YOUR TEAM HAD WITH THIS STUDENT?

% Boys	% Girls	
6.8	7.4	Mean
8.0	9.7	Standard deviation
1.1	1.0	10th percentile
2.1	2.1	25th percentile
4.1	4.1	50th percentile (median)
8.3	9.5	75th percentile
15.4	16.6	90th percentile

25. HOW MANY CONTACTS RELATED TO HIS PROBLEMS HAS YOUR TEAM HAD WITH HIS PARENTS OR GUARDIANS?

% Boys	% Girls	
3.1	3.0	Mean
3.8	4.6	Standard deviation
0.6	0.6	10th percentile
1.1	1.0	25th percentile
2.0	1.8	50th percentile (median)
3.6	3.3	75th percentile
6.7	5.6	90th percentile

26. WHAT PROBLEMS DOES THIS STUDENT HAVE? (MARK ALL THAT APPLY)

% Boys	% Girls	
44.8	36.0	Reading retardation
24.8	22.3	Arithmetic retardation
13.0	8.3	Speech/language handicap
19.7	12.9	Failure in class subjects
22.9	19.7	Absenteeism
11.7	13.8	Health problems
1.9	1.5	School transfers
30.4	18.6	Emotional/behavioral problems
59.8	64.2	Crucial economic need
6.1	5.4	Other

27. HAVE YOU REFERRED THIS STUDENT TO ANY OF THE FOLLOWING? (MARK ALL THAT APPLY)

% Boys	% Girls	
12.0	7.6	Clinical Services
24.1	20.5	Reading Clinic
10.4	8.5	Speech and Hearing Clinic
21.5	19.0	Tutoring assistance
42.0	40.5	Clothing
4.3	5.0	Hearing aid and/or glasses
13.7	15.8	Medical/dental clinic
5.5	5.6	Community agency
19.5	24.2	Other

28. DO YOU FEEL THAT EFFORTS OF YOUR TEAM WITH THIS STUDENT HAVE BEEN EFFECTIVE?

% Boys	% Girls	
25.8	32.4	Very effective
54.2	52.8	Fairly effective
16.5	12.5	Not very effective
3.5	2.2	Not effective at all

29. THIS CASE IS CATEGORY:

% Boys	% Girls	
36.7	27.8	I (most critical)
45.7	50.1	II
17.6	22.1	III (least critical)

PUPIL PERSONNEL SERVICES TEAMS EVALUATION FORM
MEANS, STANDARD DEVIATIONS, AND DESCRIPTION OF VARIABLES
USED IN FACTOR ANALYSIS, 1969-70

PPF Item	N	Mean	S.D.	Description of Variable	High Values Associated With
Sex	1983	1.48	.50	Sex	Girls (G=2, B=1)
YOB	1964	1958.07	3.90	Year of Birth	Younger children
Q.1	1901	2.06	.54	Attitude toward school	Below average
2	1902	1.84	.62	How well you understand his speech	Hard to understand
3	1883	1.30	.51	Does speech interfere w/communica.	Very often
4	1845	2.58	.58	Trouble - fighting	Never
5	1793	2.90	.34	Trouble - police	Never
6	1793	2.78	.44	Trouble - neighbors	Never
7	1789	2.60	.94	Personal books	Few or none (coded)
8	1926	1.61	.80	Family structure	Substitute family
9	1801	3.12	1.38	Amount of education desired	Low aspirations
10	1854	2.05	.38	Home compared to others	Below average
11	1806	1.95	.55	Inside of home	Unkempt, disorderly
12	1796	1.88	.62	Adequate place to study	Not adequate at all
13	1875	1.96	.72	Family supportive of efforts	Not at all
14	1852	3.51	.99	Defiant--Compliant	Compliant
15	1876	3.62	1.04	Uncooperative--Cooperative	Cooperative
16	1888	2.16	.93	Friendly--Hostile	Hostile
17	1863	3.21	.89	Submissive--Aggressive	Aggressive
18	1867	3.32	.98	Irresponsible--Responsible	Responsible
19	1882	2.40	1.01	Neat, Tidy--Unkempt, Untidy	Unkempt, Untidy
20	1854	3.32	.90	Withdrawn--Outgoing	Outgoing
21	1849	3.00	.89	Follower--Leader	Leader
22	1852	2.70	.94	Alert--Dull	Dull
24	1749	7.01	8.81	Contacts with student	Many
25	1690	3.00	3.90	Contacts with parents	Many
26A	1943	.38	.49	Problems - Reading retardation	Problem
26B	1944	.23	.42	Problems - Arithmetic retardation	Problem
26C	1944	.12	.33	Problems - Speech/language	Problem
26D	1944	.17	.38	Problems - Class failure	Problem
26E	1944	.22	.42	Problems - Absenteeism	Problem
26F	1944	.13	.33	Problems - Health	Problem
26H	1944	.26	.44	Problems - Emotional/Behavioral	Problem
26I	1944	.62	.49	Problems - Crucial economic need	Problem
27A	1642	.10	.30	Referrals - Clinical Services	Referred
27C	1641	.10	.30	Referrals - Speech/Hearing Clinic	Referred
27D	1641	.19	.39	Referrals - Tutoring assistance	Referred
27E	1641	.42	.49	Referrals - Clothing	Referred
27F	1641	.05	.22	Referrals - Hearing aid/glasses	Referred
27G	1641	.14	.34	Referrals - Medical/dental clinic	Referred
27H	1641	.06	.24	Referrals - Community agency	Referred
28	1744	1.93	.76	Pupil Personnel Team effectiveness	Not effective at all
29	1772	1.86	.72	Case Category	III (least critical)

PUPIL PERSONNEL SERVICES TEAMS EVALUATION FORM
CORRELATIONS BETWEEN VARIABLES, 1969-70

PPF Item	Sex	YOB	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	10	11	12	13
Sex		010	-129	-093	-118	182	149	121	-131	-004	-116	-002	-020	-052	-068
YOB	010		-042	087	077	-062	108	043	169	-045	062	058	081	055	-042
Q.1	-129	-042		342	189	-257	-284	-220	320	062	351	198	282	307	407
Q.2	-093	087	342		564	-117	-057	-084	218	017	212	189	240	242	240
Q.3	-118	077	189	564		-180	-120	-108	213	030	162	139	162	176	144
Q.4	182	-062	-257	-117	-180		341	584	-079	-084	-145	-028	-089	-057	-153
Q.5	149	108	-284	-057	-120	341		411	-112	-063	-197	-063	-073	-106	-181
Q.6	121	043	-220	-084	-108	584	411		-019	-020	-137	-032	-101	-076	-166
Q.7	-131	169	320	218	213	-079	-112	-019		022	458	240	335	405	346
Q.8	-004	-045	062	017	030	-084	-063	-020	022		112	094	034	067	065
Q.9	-116	062	351	212	162	-145	-197	-137	458	112		206	329	330	394
Q.10	-002	058	198	189	139	-028	-063	-032	240	094	206		561	500	366
Q.11	-020	081	282	240	162	-089	-073	-101	335	034	329	561		627	496
Q.12	-052	055	307	242	176	-057	-106	-076	405	067	330	500	627		518
Q.13	-068	-042	407	240	144	-153	-181	-166	346	065	394	366	496	518	
Q.14	085	004	-331	-157	-111	368	245	297	-145	-005	-183	-034	-117	-136	-255
Q.15	128	010	-459	-207	-164	364	271	292	-232	-002	-263	-127	-212	-225	-340
Q.16	-108	-028	334	209	155	-252	-182	-232	201	012	211	100	179	170	241
Q.17	-031	-064	-047	-127	-092	-173	-110	-164	-102	002	-066	-070	-096	-137	-089
Q.18	150	-005	-494	-289	-226	292	285	231	-344	-055	-324	-207	-274	-299	-404
Q.19	-099	108	308	284	166	-183	-120	-171	370	032	310	296	446	415	365
Q.20	-024	-083	-144	-269	-205	-112	-040	-103	-183	-014	-158	-107	-157	-186	-159
Q.21	-026	-012	-130	-139	-094	-145	-026	-088	-130	-043	-119	-082	-114	-102	-082
Q.22	-084	040	345	406	280	-118	-118	-157	223	061	278	180	263	295	275
Q.24	009	-147	073	020	038	-190	-156	-091	-058	067	029	-008	017	046	032
Q.25	-036	-044	142	076	074	-177	-163	-115	054	112	112	089	110	111	090
Q.26A	-065	-040	064	094	100	-134	-113	-137	004	052	057	-006	012	028	074
Q.26B	-000	-148	070	068	035	-127	-106	-129	-059	014	011	-022	-009	020	075
Q.26C	-108	117	068	354	400	-051	-006	-024	073	-002	056	031	029	022	-000
Q.26D	-063	-176	182	045	063	-065	-124	-074	008	044	078	029	043	048	087
Q.26E	-039	-280	284	008	010	008	-167	-044	114	013	190	069	096	132	228
Q.26F	009	056	044	072	079	-043	037	007	-004	066	074	017	039	035	027
Q.26H	-133	-012	222	126	083	-382	-198	-293	068	101	120	020	074	075	177
Q.26I	014	086	-030	032	-014	-028	-021	015	154	083	147	115	160	147	048
Q.27A	-074	-060	141	018	122	-185	-176	-102	045	065	126	-007	008	024	094
Q.27C	-058	090	065	320	371	-045	045	014	049	-020	031	012	020	026	-025
Q.27D	-003	-072	-005	-026	052	-130	-054	-151	-142	035	-077	-056	-025	-045	002
Q.27E	-032	144	031	012	044	-151	-059	-074	238	118	182	114	188	221	096
Q.27F	024	074	-001	030	034	-014	006	022	002	053	070	-028	-004	004	-009
Q.27G	042	079	-012	030	095	-078	042	-016	014	100	055	025	036	068	-001
Q.27H	-001	002	012	074	040	-026	-042	-008	034	020	039	021	-003	047	004
Q.28	-112	-026	331	153	070	-091	-153	-109	204	-028	204	171	227	253	404
Q.29	100	077	-338	-211	-184	291	202	210	-138	-095	-213	-096	-182	-194	-271

Decimals omitted

PUPIL PERSONNEL SERVICES TEAMS EVALUATION FORM
CORRELATION BETWEEN VARIABLES, 1969-70
(Continued)

PPF Item	14	15	16	17	18	19	20	21	22	24	25	26A	26B	26C	26D
Sex	085	128	-108	-031	150	-099	-024	-026	-084	009	-036	-065	-000	-108	-063
YOB	004	010	-028	-064	-005	108	-083	-012	040	-147	-044	-040	-148	117	-176
Q.1	-331	-459	334	-047	-494	308	-144	-130	345	073	142	064	070	068	182
Q.2	-157	-207	209	-127	-289	284	-269	-139	406	020	076	094	068	354	045
Q.3	-111	-164	155	-092	-226	166	-205	-094	280	038	074	100	035	400	063
Q.4	368	364	-252	-173	292	-183	-112	-145	-118	-190	-177	-134	-127	-051	-065
Q.5	245	271	-182	-110	285	-120	-040	-026	-118	-156	-163	-113	-106	-006	-124
Q.6	297	292	-232	-164	231	-171	-103	-088	-157	-091	-115	-137	-129	-024	-074
Q.7	-145	-232	201	-102	-344	370	-183	-130	223	-058	054	004	-059	073	008
Q.8	-005	-002	012	002	-055	032	-014	-043	061	067	112	052	014	-002	044
Q.9	-183	-263	211	-066	-324	310	-158	-119	278	029	112	057	011	056	078
Q.10	-034	-127	100	-070	-207	296	-107	-082	180	-008	089	-006	-022	031	029
Q.11	-117	-212	179	-096	-274	446	-157	-114	263	017	110	012	-009	029	043
Q.12	-136	-225	170	-137	-299	415	-186	-102	295	046	111	028	020	022	048
Q.13	-255	-340	241	-089	-404	365	-159	-082	275	032	090	074	075	-000	087
Q.14		696	-492	-146	490	-300	022	-102	-237	-078	-082	-091	-089	-010	-067
Q.15	696		-580	-017	670	-371	107	-002	-350	-041	-098	-110	-094	-027	-105
Q.16	-492	-580		-049	-433	353	-260	-030	335	-054	026	050	055	001	052
Q.17	-146	-017	-049		106	-138	531	386	-211	059	-006	021	042	-040	-007
Q.18	490	670	-433	106		-460	198	148	-457	-078	-154	-114	-097	-083	-174
Q.19	-300	-371	353	-138	-460		-232	-136	409	020	124	090	076	064	045
Q.20	022	107	-260	531	198	-232		466	-411	079	-018	-061	-041	-070	-060
Q.21	-102	-002	-030	386	148	-136	466		-314	025	-062	-091	-075	-054	-098
Q.22	-237	-350	335	-211	-457	409	-411	-314		052	138	226	204	168	152
Q.24	-078	-041	-054	059	-078	020	079	025	052		543	090	101	064	122
Q.25	-082	-098	026	-006	-154	124	-018	-062	138	543		132	131	100	123
Q.26A	-091	-110	050	021	-114	090	-061	-091	226	090	132		541	105	112
Q.26B	-089	-094	055	042	-097	076	-041	-075	204	101	131	541		059	153
Q.26C	-010	-027	001	-040	-083	064	-070	-054	168	064	100	105	059		056
Q.26D	-067	-105	052	-007	-174	045	-060	-098	152	122	123	112	153	056	
Q.26E	-138	-190	104	-050	-212	088	-069	-079	071	081	142	-010	006	-037	221
Q.26F	006	-007	-024	-083	-039	042	-077	-075	101	081	073	054	013	111	027
Q.26H	-320	-339	180	152	-289	107	070	083	151	178	164	147	144	023	097
Q.26I	078	074	-050	013	054	104	038	033	-010	026	047	-007	-060	-026	-090
Q.27A	-144	-180	062	090	-210	033	016	-018	141	262	275	133	128	070	142
Q.27C	030	010	-043	-050	-046	044	-072	-055	124	030	049	074	042	690	042
Q.27D	-064	-024	-016	021	-005	-036	042	029	-017	130	115	165	165	001	173
Q.27E	025	-007	-007	-012	-040	258	-011	-036	074	125	192	075	010	-002	-004
Q.27F	043	049	-080	-009	008	028	-014	-014	046	062	075	042	-024	019	028
Q.27G	042	013	-044	-036	013	030	-057	-046	098	138	104	066	034	059	-045
Q.27H	036	034	-078	-017	-036	002	016	-029	048	170	160	051	051	045	061
Q.28	-258	-362	225	-099	-373	218	-146	-082	246	-105	-030	131	150	-002	148
Q.29	248	282	-168	-028	309	-221	071	068	-282	-223	-250	-287	-196	-115	-167

Decimals omitted

PUPIL PERSONNEL SERVICES TEAMS EVALUATION FORM
CORRELATIONS BETWEEN VARIABLES, 1969-70
(Continued)

PPF Item	26E	26F	26H	26I	27A	27C	27D	27E	27F	27G	27H	28	29
Sex	-039	009	-133	014	-074	-058	-003	-032	024	042	-001	-112	100
YOB	-280	056	-012	086	-060	090	-072	144	074	079	002	-026	077
Q.1	284	044	222	-030	141	065	-005	031	-001	-012	012	331	-338
Q.2	008	072	126	032	018	320	-026	012	030	030	074	153	-211
Q.3	010	079	083	-014	122	371	052	044	034	095	040	070	-184
Q.4	008	-043	-382	-028	-185	-045	-130	-151	-014	-078	-026	-091	291
Q.5	-167	037	-198	-021	-176	045	-054	-059	006	042	-042	-153	202
Q.6	-044	007	-293	015	-102	014	-151	-074	022	-016	-008	-109	210
Q.7	114	-004	068	154	045	049	-142	238	002	014	034	204	-138
Q.8	013	066	101	083	065	-020	035	118	053	098	020	-028	-095
Q.9	190	074	120	147	126	031	-077	182	070	055	039	204	-213
Q.10	069	017	020	115	-007	012	-056	114	-028	025	021	171	-096
Q.11	096	039	074	160	008	020	-025	188	-004	036	-003	227	-182
Q.12	132	035	075	147	024	026	-045	221	004	068	047	253	-194
Q.13	228	027	177	048	094	-025	002	096	-009	-001	004	404	-271
Q.14	-138	006	-320	078	-144	030	-064	025	043	042	036	-258	248
Q.15	-190	-007	-339	074	-180	010	-024	-007	049	013	034	-362	282
Q.16	104	-024	180	-050	062	-043	-016	-007	-080	-044	-078	225	-168
Q.17	-050	-083	152	013	090	-050	021	-012	-009	-036	-017	-099	-028
Q.18	-212	-039	-289	054	-210	-046	-005	-040	008	013	-036	-373	309
Q.19	088	042	107	104	033	044	-036	258	028	030	002	218	-221
Q.20	-069	-077	070	038	016	-072	042	-011	-014	-057	016	-146	071
Q.21	-079	-075	083	033	-018	-055	029	-036	-014	-046	-029	-082	068
Q.22	071	101	151	-010	141	124	-017	074	047	098	048	246	-282
Q.24	081	081	178	026	262	030	130	125	062	138	170	-105	-223
Q.25	142	073	164	047	275	049	115	192	075	104	160	-030	-250
Q.26A	-010	054	147	-007	133	074	165	075	042	066	051	131	-287
Q.26B	006	013	144	-060	128	042	165	010	-024	034	051	150	-196
Q.26C	-037	111	023	-026	070	690	001	-002	019	059	045	-002	-115
Q.26D	221	027	097	-090	142	042	173	-004	028	-045	061	148	-167
Q.26E		048	-005	-074	114	-040	043	027	-017	003	063	165	-210
Q.26F	048		077	002	137	111	005	064	224	367	137	-048	-162
Q.26H	-005	077		-040	245	008	080	063	031	066	066	160	-425
Q.26I	-074	002	-040		-007	-001	-071	443	034	096	106	-095	-037
Q.27A	114	137	245	-007		033	083	046	050	091	138	088	-235
Q.27C	-040	111	008	-001	033		000	-011	020	033	043	-045	-074
Q.27D	043	005	080	-071	083	000		016	007	022	022	-005	-072
Q.27E	027	064	063	443	046	-011	016		045	151	132	-123	-145
Q.27F	-017	224	031	034	050	020	007	045		147	097	-082	-046
Q.27G	003	367	066	096	091	033	022	151	147		173	-138	-087
Q.27H	063	137	066	106	138	043	022	132	097	173		-049	-109
Q.28	165	-048	160	-095	088	-045	-005	-123	-082	-138	-049		-148
Q.29	-210	-162	-425	-037	-235	-074	-072	-145	-046	-087	-109	-148	

Decimals omitted

PUPIL PERSONNEL SERVICES TEAMS EVALUATION FORM
ROTATED FACTOR LOADINGS

PPF Item	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI	Communalities
Sex	-.0627	-.1988	-.1181	-.0176	-.0543	-.0387	.0622
YOB	.0326	.0521	.1394	-.1655	-.0632	-.4364	.2451
Q.1	.3980	.4272	.1091	.0602	-.1335	.2239	.4244
Q.2	.2576	.2112	.5477	-.0317	-.2271	-.0051	.4636
Q.3	.1524	.1840	.5937	-.0844	-.1268	.0107	.4330
Q.4	-.0074	-.6192	-.0856	.2278	-.2569	-.0731	.5140
Q.5	-.1310	-.3835	.0121	.0476	-.1408	-.2389	.2435
Q.6	-.0363	-.5171	-.0292	.0916	-.2172	-.1272	.3413
Q.7	.5195	.1958	.0874	-.0838	-.1375	-.1628	.3682
Q.8	.0755	.0325	-.0260	-.1894	.0026	.0723	.0485
Q.9	.4656	.2464	.0502	-.1361	-.1110	.0145	.3111
Q.10	.6014	-.0137	.0560	-.0273	-.0120	-.0145	.3661
Q.11	.7359	.0758	.0531	-.0714	-.0441	-.0270	.5578
Q.12	.7437	.0775	.0468	-.0913	-.0800	.0092	.5761
Q.13	.6367	.2472	.0046	.0541	-.0765	.1647	.5025
Q.14	-.0924	-.7144	.0139	-.1184	-.0054	-.0632	.5371
Q.15	-.2122	-.7659	-.0018	-.1346	.1302	-.0869	.6742
Q.16	.1582	.5864	-.0078	.1420	-.2294	-.0422	.4435
Q.17	-.1113	.1503	-.0318	.0346	.6052	.0413	.4052
Q.18	-.3442	-.6092	-.0813	-.0463	.2475	-.1633	.5863
Q.19	.4733	.3597	.0614	-.1249	-.2248	-.0834	.4302
Q.20	-.1430	-.0303	-.0954	.0349	.7282	.0240	.5025
Q.21	-.1082	.1011	-.0432	.0900	.5881	-.1146	.3909
Q.22	.2517	.3413	.2119	-.1217	-.4732	.1375	.4823
Q.24	-.0066	.0578	.0126	-.3996	.1376	.4100	.3502
Q.25	.1054	.0937	.0388	-.4168	.0375	.3821	.3425
Q.26A	-.0482	.1614	.1117	-.1712	-.1002	.3265	.1868
Q.26B	-.0665	.1373	.0613	-.0862	-.0857	.3924	.1958
Q.26C	-.0104	.0015	.7756	-.0632	-.0072	.0388	.6073
Q.26D	.0687	.0682	.0413	.0223	-.0703	.4107	.1852
Q.26E	.2299	.0699	-.0916	.0792	-.0713	.3581	.2058
Q.26F	-.0241	.0130	.1047	-.3203	-.1303	.0520	.1340
Q.26H	.0246	.4683	.0411	-.1658	.1324	.2106	.3110
Q.26I	.2292	-.0615	-.0590	-.3765	.1147	-.2405	.2725
Q.27A	.0034	.2096	.0474	-.2265	.0331	.3287	.2067
Q.27C	-.0189	-.0499	.7494	-.0446	-.0035	.0100	.5666
Q.27D	-.1073	.0647	.0090	-.0708	.0597	.2613	.0926
Q.27E	.2576	.0470	-.0674	-.5331	.0612	-.1497	.3835
Q.27F	-.0286	-.0231	.0297	-.2390	-.0448	.0011	.0613
Q.27G	-.0244	.0015	.0443	-.4278	-.0814	-.0157	.1925
Q.27H	.0222	-.0337	.0412	-.3045	.0008	.1274	.1123
Q.28	.3250	.2823	.0021	.3001	-.1627	.1988	.3414
Q.29	-.1856	-.3441	-.1175	.2569	.0296	-.3599	.3630
Total Variance	23.24%	25.92%	13.43%	11.67%	13.65%	12.10%	

Factor loadings obtained using the George Washington University Computer Center program PRINFAC (Factor-Correlations, Principal Axis Factor Analysis and Varimax Rotation), in which the factors were re-estimated four times after insertion of the computed communalities in the diagonal.

Table A

RESPONSES OF TEACHERS TO TEACHER AIDE QUESTIONNAIRE
(N = 150)

1. APPROXIMATELY HOW MANY HOURS PER WEEK IS A TEACHER AIDE ASSIGNED TO YOU?

Average - 7.5 hours/week

Avg. hrs. per week	%
0.6	10
1.9	25
4.3	50
10.5	75
15.3	90

2. IS THIS AMOUNT OF TIME SUFFICIENT FOR YOUR NEEDS?

	N	%
Yes	58	41.7
No	81	58.3
Total	139	

3. PLEASE INDICATE THE PERCENTAGE OF TIME THE AIDE SPENDS WORKING IN EACH OF THE FOLLOWING CATEGORIES:

	%
Working in a clerical or classroom housekeeping capacity	41.4
Working with students in and out of the classroom (other than holding classes in the absence of teachers)	37.4
Holding classes when teachers are absent	21.2

4. HOW MUCH MORE TIME DOES THE HELP OF A TEACHER AIDE GIVE YOU TO WORK INDIVIDUALLY WITH STUDENTS IN YOUR CLASS?

	N	%
Not any	44	29.9
Some	68	46.3
A great deal	35	23.8
Total	147	

5. HAVE YOU HAD A TEACHER AIDE BEFORE THIS YEAR?

	N	%
Yes	122	82.4
No	26	17.6
Total	148	

Table A
(Continued)

	N	%
6. HAVE YOU HAD ANY INSTRUCTION OR IN-SERVICE TRAINING IN THE USE OF A TEACHER AIDE?		
Yes	59	39.9
No	89	60.1
Total	148	
7. DO YOU FEEL THAT INSTRUCTION FOR CLASSROOM TEACHERS IN THE USE OF TEACHER AIDES WOULD BE HELPFUL?		
Yes	95	67.9
No	45	32.1
Total	140	
In what way?		
Rapport	6	4.0
Classification of duties	41	27.2
Other	13	8.7
Total	60	
8. IN WHICH OF THE FOLLOWING AREAS DO YOU THINK THE TEACHER AIDE SHOULD BE GIVEN MORE TRAINING?		
Role of the aide in relation to the classroom teacher and school procedure	78	56.1
Basic teaching methods	74	53.2
Role of the aide in relation to the students	68	48.9
Audiovisual	55	39.6
Academic subjects	54	38.9
Playground supervision and field trips	37	26.6
Clerical	34	24.5
Classroom housekeeping	31	22.3
Other	8	5.8
9. HOW EFFECTIVE HAVE THE TEACHER AIDES BEEN IN IMPROVING THE GENERAL CLASSROOM PERFORMANCE OF STUDENTS?		
Not effective at all	24	17.5
Moderately effective	67	48.9
Effective	34	24.8
Extremely effective	12	8.8
Total	137	

Table A
(Continued)

10. HOW CAN THE TEACHER AIDE PROGRAM BE ENHANCED TO MAKE IT MORE EFFECTIVE IN IMPROVING THE GENERAL CLASSROOM PERFORMANCE OF THE STUDENTS?

	N	%
Training	43	31.4
More aides	24	17.5
Supervision and scheduling of aides	18	13.1
Classification of duties	12	8.8
More time	12	8.8
Better utilization	11	8.0
Better understanding between aides and teachers	8	5.8
Other	12	8.8

Table B

RESPONSES OF TEACHER AIDES TO TEACHER AIDE QUESTIONNAIRE
(N = 71)

	N	%
1. WITH HOW MANY TEACHERS DO YOU USUALLY WORK?	3.13	
2. WITH WHAT GRADE (OR GRADES) DO YOU USUALLY WORK?		
Pre-kindergarten	6	8.5
Kindergarten	3	4.2
1st grade	7	9.8
2nd grade	15	21.1
3rd grade	12	16.9
4th grade	9	12.7
5th grade	11	15.5
6th grade	6	8.5
Unknown	2	2.8
Total	71	100.0
3. PLEASE INDICATE THE PERCENTAGE OF TIME SPENT WORKING IN EACH OF THE FOLLOWING CATEGORIES:		
Working in a clerical or classroom housekeeping capacity		36.1
Working with students in and out of the classroom (other than holding classes in the absence of the teacher)		38.9
Holding classes for teachers who are absent		25.0
4. DOES YOUR ASSISTANCE GIVE THE TEACHER MORE TIME TO WORK INDIVIDUALLY WITH THE STUDENTS IN HER CLASS?		
Not any	1	1.5
Some	18	26.5
A great deal	49	72.1
Total	68	

Table B
(Continued)

	N	%
5. IN WHICH OF THE FOLLOWING AREAS (IF ANY) DO YOU THINK IT WOULD BE HELPFUL TO HAVE MORE TRAINING?		
School subjects	40	56.3
Role the aide in relation to the students	34	47.9
Role of the aide in relation to the classroom teacher and school procedure	30	42.3
Audiovisual	22	31.0
Clerical	20	28.2
Playground supervision and field trips	5	7.0
Classroom housekeeping	1	1.4
Other	6	8.5
6. ARE YOU ASKED TO PERFORM DUTIES WHICH, IN YOUR OPINION, AREN'T PART OF YOUR JOB?		
No	36	52.2
Yes	33	47.8
Total	69	
Duties not part of job:		
Holding class	23	32.4
Menial	2	2.8
Other	5	7.0
7. DO YOU FEEL THAT A TRAINING PROGRAM FOR CLASSROOM TEACHERS IN THE USE OF TEACHER AIDES WOULD BE HELPFUL?		
Yes	15	23.8
No	48	76.2
Total	63	
In what way?		
Better utilization	19	30.2
Classification of duties	52	82.5
Relationship between teacher and aide	13	20.6

Table B
(Continued)

	N	%
8. WHAT IS THE MAIN PURPOSE OF YOUR JOB?		
To help with the clerical work load of the teacher, such as filling out forms, correcting tests, etc.	53	74.6
To assist the teacher in the classroom by working with individual or small groups of children	52	73.2
To help with discipline as an additional adult in the classroom and school	28	39.4
Other	7	9.9
*9. HOW CAN THE TEACHER AIDE PROGRAM BE ENHANCED SO AS TO MAKE IT MORE EFFECTIVE IN IMPROVING THE GENERAL CLASSROOM PERFORMANCE OF THE STUDENTS?		
More training	20	28.2
Better understanding between teacher and aide	13	18.3
Better utilization	13	18.3
Better supervision and scheduling	9	12.7
Other	10	14.1

*Open-ended question -- categories obtained by coding responses

Table C

RESPONSES OF PRINCIPALS TO TEACHER AIDE QUESTIONNAIRE
(N = 19)

		N	%
1.	HOW MANY TEACHER AIDES WERE ASSIGNED TO YOUR SCHOOL IN 1969-70?	6.28	
2.	WHAT WAS THE NUMBER OF TEACHER AIDES IN YOUR SCHOOL THIS YEAR?		
	Minimum	5.33	
	Maximum	6.50	
3.	WHICH OF THE FOLLOWING WAS USED FOR ASSIGNING TEACHER AIDES?		
	One aide was assigned to one teacher	0	0.0
	One aide was assigned to a group of teachers	18	94.7
	Aide "pool" for assisting all teachers according to need	0	0.0
	Some other	1	5.3
	Total	19	
4.	IN WHICH OF THE FOLLOWING AREAS DO YOU THINK THE TEACHER AIDES SHOULD BE GIVEN MORE TRAINING?		
	Clerical	9	47.4
	Academic subjects	9	47.4
	Role of the aide in relation to the classroom teacher and school procedure	10	52.6
	Role of the aide in relation to the students	7	36.8
	Basic teaching methods	9	47.4
	Audiovisual	8	42.1
	Classroom housekeeping	4	21.0
	Playground supervision and field trips	8	42.1
	Other	1	5.3
5.	WHAT IN YOUR OPINION WOULD BE THE IDEAL RATIO BETWEEN TEACHERS AND TEACHER AIDES?		
	One teacher aide to one teacher	9	47.4
	Two teacher aides to one teacher	8	42.1
	Four teacher aides to one teacher	2	10.5
	Total	19	

Table C
(Continued)

	N	%
6. HOW EFFECTIVE HAVE THE TEACHER AIDES IN YOUR SCHOOL BEEN IN IMPROVING GENERAL CLASSROOM PERFORMANCE OF THE STUDENTS?		
Not effective at all	0	0.0
Moderately effective	5	27.8
Effective	6	33.3
Extremely effective	7	38.9
Total	18	
7. HOW CAN THE TEACHER AIDE PROGRAM BE ENHANCED TO MAKE IT MORE EFFECTIVE IN IMPROVING THE GENERAL CLASSROOM PERFORMANCE OF THE STUDENTS?		
Academic subject workshops	6	31.6
Basic teaching methods	5	26.3
More aides	5	26.3
Train teachers to use teacher aides	5	26.3
Define role of teacher aide	4	21.0
Screening of applicants for teacher aide position	3	15.8
Men teacher aides	1	5.3
Employ parents	1	5.3
Pay aides	1	5.3

The George Washington University
Education Division, Social Research Group

1970 MASTER ANALYSIS FILE - TITLE I

TAPE LAYOUT

Tape Position				
Begin	Width	Source	Information	Notes
001	6	MAF70/1	Student Identification Number	0[redacted]113-599999
007	22	MAF70/7	Student Name (last, first, middle)	
029	1	MAF70/29	Sex (male=1, female=2)	
030	6	MAF70/30	Date of Birth (month/day/year)	
036	3	MAF70/36	School Code 1969-70 School Year	
039	2	MAF70/39	Grade 1969-70 School Year	
041	1	MAF70/41	Identification Status	Note 1
042	1	MAF70/46	SEF 1970 Question 1	Range: 1-5
043	1	MAF70/47	2	Same
044	1	MAF70/48	3	Same
045	1	MAF70/49	4	Same
046	1	MAF70/50	5	Same
047	1	MAF70/51	6	Same
048	1	MAF70/52	7	0-9
049	1	MAF70/53	8	Same
050	1	MAF70/54	9	1-5
051	1	MAF70/55	10	Same
052	1	MAF70/56	11	Same
053	1	MAF70/57	12	Same
054	1	MAF70/58	13	Same
055	1	MAF70/59	14	Same
056	1	MAF70/60	15	Same
057	1	MAF70/61	16	Same
058	1	MAF70/62	17	Same
059	1	MAF70/63	18	Same
060	1	MAF70/64	19	0-3
061	1	MAF70/65	20	Same
062	1	MAF70/66	21	1-5
063	1	MAF70/67	22	1-2
064	1	MAF70/68	23	Same
065	1	MAF70/69	24	Same
066	1	MAF70/70	25	Same
067	1	MAF70/71	26	Same
068	2	MAF70/72	27	00-99
070	1	MAF70/74	Principal's Appraisal	1-2
071	5		Blank	
076	3	A/29	School Code 1968-69 School Year	
079	2	A/32	Grade 1968-69 School Year	
081	1	A/34	SEF 1969 - Item 1	Range: 1-3
082	1	A/35	2	Same
083	1	A/36	3	Same
084	1	A/37	4	Same
085	1	A/38	5	Same

70 indicates School Year 1969-70; 69 indicates School Year 1968-69.

Tape Position				
Begin	Width	Source	Information	Notes
086	1	A/39	SEF 1969 - Item 6	Range: 1-3
087	1	A/40	7	Same
088	1	A/41	8	1-4
089	1	A/42	9	Same
090	1	A/43	10	1-5
091	1	A/44	11	1-3
092	1	A/45	12	1-2
093	1	A/46	13	1-5
094	1	A/47	14	Same
095	1	A/48	15	Same
096	1	A/49	16	Same
097	1	A/50	17	Same
098	1	A/51	18	Same
099	1	A/52	19	Same
100	1	A/53	20	Same
101	1	A/54	21	Same
102	1	A/57	24 (Elementary only)	1-2
103	1	A/58	25 (Elementary only)	1-3
104	1	A/59	26 (Elementary only)	1-2
105	1	A/60	27 (Elementary only)	1-6
106	5		Blank	
111	1	C/30	PPT 1970 - Item 1	Range: 1-3
112	1	C/31	2	1-4
113	1	C/32	3	1-5
114	1	C/33	4	Same
115	1	C/34	5	Same
116	1	C/35	6	Same
117	1	C/36	7	1-4
118	1	C/37	8	1-5
119	1	C/38	9	1-6
120	1	C/39	10	1-3
121	1	C/40	11	Same
122	1	C/41	12	Same
123	1	C/42	13	1-4
124	1	C/43	14	1-5
125	1	C/44	15	Same
126	1	C/45	16	Same
127	1	C/46	17	Same
128	1	C/47	18	Same
129	1	C/48	19	Same
130	1	C/49	20	Same
131	1	C/50	21	Same
132	1	C/51	22	Same
133	1	C/52	23	1-3
134	2	C/53-54	24	00-99
136	2	C/55-56	25	00-99

Tape Position			Information	Notes
Begin	Width	Source		
138	1	C/57	PPT 1970 - Item 26A	Range: 0-1 (Note 2)
139	1	C/58	26B	Same
140	1	C/59	26C	Same
141	1	C/60	26D	Same
142	1	C/61	26E	Same
143	1	C/62	26F	Same
144	1	C/63	26G	Same
145	1	C/64	26H	Same
146	1	C/65	26I	Same
147	1	C/66	26J	Same
148	1	C/67	27A	Same
149	1	C/68	27B	Same
150	1	C/69	27C	Same
151	1	C/70	27D	Same
152	1	C/71	27E	Same
153	1	C/72	27F	Same
154	1	C/73	27G	Same
155	1	C/74	27H	Same
156	1	C/75	27I	Same
157	1	C/76	28	1-4
158	1	C/77	29	1-3
159	2		Blank	
161	1	P/30	PPT 1969 - Item 1	Range: 1-3
162	1	P/31	2	1-4
163	1	P/32	3	1-3
164	1	P/33	4	Same
165	1	P/34	5	Same
166	1	P/35	6	Same
167	1	P/36	7	1-4
168	1	P/37	8	1-5
169	1	P/38	9	1-6
170	1	P/39	10	1-3
171	1	P/40	11	Same
172	1	P/41	12	Same
173	1	P/42	13	1-4
174	1	P/43	14	1-5
175	1	P/44	15	Same
176	1	P/45	16	Same
177	1	P/46	17	Same
178	1	P/47	18	Same
179	1	P/48	19	Same
180	1	P/49	20	Same
181	1	P/50	21	Same
182	1	P/51	22	Same
183	1	P/52	23	1-3
184	2	P/53-54	24	00-99
185	2	P/55-56	25	00-99

Tape Position		Source	Information	Notes
Begin	Width			
188	1	P/57	PPT 1969 - Item 26A	Range: 0-1 (Note 2)
189	1	P/58	26B	Same
190	1	P/59	26C	Same
191	1	P/60	26D	Same
192	1	P/61	26E	Same
193	1	P/62	26F	Same
194	1	P/63	26G	Same
195	1	P/64	26H	Same
196	1	P/65	26I	Same
197	1	P/66	26J	Same
198	1	P/67	27A	Same
199	1	P/68	27B	Same
200	1	P/69	27C	Same
201	1	P/70	27D	Same
202	1	P/71	27E	Same
203	1	P/72	27F	Same
204	1	P/73	27G	Same
205	1	P/74	27H	Same
206	1	P/75	27I	Same
207	1	P/76	28	1-4
208	1	P/77	29	1-3
209	2		Blank	
210	1	B/42	Program Membership - PPT caseload	Range: 1, 0 (Note 4)
211	1	B/43	YSY - tutors	Same
212	1	B/44	YSY - tutees	Same
213	1	B/45	USC - Widening Horizons	Same
214	1	B/46	USC - Clothing	Same
215	1	B/47	USC - Glasses	Same
216	1	B/48	USC - Hearing Aids	Same
217	1	B/49	USC - Tutored	Same
218	1	B/50	Speech & Hearing	Same
219	1	B/56	Project READ	Same
220	1	B/58	Physical Fitness Prog.	Same
221	1	B/64	Reading Incentive Sem.	Same
222	1	B/65	Math Clinic	Same
223	1	B/66	Gonzaga Prep	Same
224	1	B/67	Intro. Data Processing	Same
225	1	B/68	Urban Journalism	Same
226	1	B/72	MSD Cardozo Data Process.	Same
227	1	B/73	1970-71 Dropouts	Same
228	1		Model School Division Indicator	Range: 1, 0 (Note 3)
229	1		PPT Caseload Indicator	1, 0 (Note 5)
230	1		Blank	
231	1		Age-Grade Indicator 1969	Range: 1, 0 (Note 6)
232	1		Age-Grade Indicator 1970	1, 0 (Note 7)

Note 1: Use the identification status from the previous roster tape and the Principal's Apraisal from the Digital Tape, marking the new tape a "2" if either or both positions are a "2", and a "1" if they are both "1" and/or blank.

Note 2: Items 26 and 27 of the PPT forms were to be marked a "1" for each option checked, and a "0" for those not checked, provided that any of the options has been checked. If none were checked, then the entire question was to be left blank. However, these instructions were not followed, and some of the forms still have all zeros in the following series of positions: C/57-56, C/67-75, P/57-66, and P/67-75. The records should be checked on all of these questions with all zeroes blanked out.

Note 3: Mark "1" in this position if the school code shows that the school is in the Model School Division. See attached list.

Note 4: Mark "1" in this position if there are data in the PPT 1969-70 area, determined by whether or not questions 1, 2, and 3 are answered (tape positions 111-113).

Note 5: Mark "1" in this position if there are data in the PPT 1968-69 area of the tape as determined by whether or not questions 1, 2, and 3 are answered (tape positions 161-163).

Note 6: Computed from year of birth and grade. Normal age-grade placement=4, 1 yr. retarded=3, etc. (Add grade to year of birth and subtract 59 for this variable.) (Grade from positions 079-080, year of birth from 034-035).

Note 7: Computed from year of birth and grade. Normal age-grade placement=4, 1 yr. retarded=3, etc. (Add grade to year of birth and subtract 60 for this variable.) (Grade from positions 039-040, year of birth from 034-035).

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
Division of Planning, Research and Evaluation

Student Name ______________________________
Last First Middle
Birth date __________ Sex ______ ID No. ______________
Mo./Day/Year M or F
School ______________________ Grade ______

Student I.D. number										
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

TITLE I STUDENT IDENTIFICATION AND EVALUATION FORM

INSTRUCTIONS: PLEASE EVALUATE THIS STUDENT IN RELATION TO OTHERS OF HIS AGE AND GRADE.
Blacken the appropriate box for each question using an ordinary No. 2 pencil.
Erase changes completely.
If any answer is not known or not observed, blacken the box to the far right marked "?".

	Highest degree				Lowest degree	Unknown
1. How well does he apply himself to his school work?	1	2	3	4	5	?
2. How favorable is his attitude toward school?	1	2	3	4	5	?
3. How well does he get along with other students?	1	2	3	4	5	?
4. Does his speech pattern interfere with his ability to communicate with most adults?	1	2	3	4	5	?
5. Does he voluntarily participate in classroom activities?	1	2	3	4	5	?
6. How supportive is his family of his school efforts?	1	2	3	4	5	?

	Months	
7. How many months has he been in the same classroom?	0 1 2 3 4 5 6 7 8 9	?
8. How many months have you been the teacher in his classroom?	0 1 2 3 4 5 6 7 8 9	?

PLEASE INDICATE WHERE THIS STUDENT STANDS ON EACH SCALE:

9.	Uncooperative ☐☐☐☐☐☐	Cooperative	14.	Withdrawn ☐☐☐☐☐☐	Outgoing
10.	Alert ☐☐☐☐☐☐	Dull	15.	Follower ☐☐☐☐☐☐	Leader
11.	Non-aggressive ☐☐☐☐☐☐	Aggressive	16.	Positive attitude ☐☐☐☐☐☐	Negative attitude
12.	Irresponsible ☐☐☐☐☐☐	Responsible	17.	Friendly ☐☐☐☐☐☐	Hostile
13.	Tidy, Neat ☐☐☐☐☐☐	Unkempt, Untidy	18.	Defiant ☐☐☐☐☐☐	Compliant

THE FOLLOWING SECTION IS DESIGNED TO IDENTIFY THE SPECIAL PROBLEM AREAS RELATED TO THE EDUCATIONAL DEVELOPMENT OF THIS STUDENT:

19. Indicate how many years this student is below grade level in reading:	Years 0 1 2 2+	?
20. Indicate how many years he is below grade level in arithmetic:	Years 0 1 2 2+	?
21. How does he compare with other students in your school as to severe economic need?	Most need Least 1 2 3 4 5	?
22. Does he have any severe physical or health problems?	Yes 2 No 1	?
23. Does he have behavioral problems requiring referral to the Pupil Personnel Services Dept.? (Form 201)	Yes 2 No 1	?
24. Does he have any speech or language problems?	Yes 2 No 1	?
25. Does he have any educational handicap because of being withdrawn?	Yes 2 No 1	?
26. Is he repeating this grade this year?	Yes 2 No 1	?
27. How many days has he been absent for any reason this school year? (Mark appropriate boxes) Days absent ________	Days 0 1 2 3 4 5 6 7 8 9 00 10 20 30 40 50 60 70 80 90	?
PRINCIPAL'S APPRAISAL: This student should be considered a Title I identified student.	Yes 2 No 1	

PLEASE PUT ANY COMMENTS OR REMARKS ON THE REVERSE SIDE OF THIS FORM.

OPTICAL SCANNING CORPORATION

/70

Public Schools of the District of Columbia
Department of Planning, Innovation, and Research
February 1969

STUDENT EVALUATION FORM

Student I.D. No.______________________ (1-6)

Sex ____M ____F (22)

Student Name (7-21) ______________________ Last First Middle

Birth Date __/__/__ Mo./Day/Year (23-28)

School ______________________

School Code _____ (29-31)

Grade_____ (32-33)

-- --

PLEASE EVALUATE THIS STUDENT ON THE FOLLOWING ITEMS IN RELATION TO OTHERS OF HIS AGE AND GRADE WITH WHOM YOU HAVE HAD EXPERIENCE:

1. (34) How well does he apply himself to his school work?
   A.______Above average
   B.______Average
   C.______Below average

2. (35) How well does he do in his school work?
   A.______Above average
   B.______Average
   C.______Below average

3. (36) How well does he get along with the other children in his class?
   A.______Above average
   B.______Average
   C.______Below average

4. (37) How mature is he?
   A.______Above average
   B.______Average
   C.______Below average

5. (38) How favorable is his attitude toward school?
   A.______Above average
   B.______Average
   C.______Below average

6. (39) Does his speech pattern interfere with his ability to communicate with adults?
   A.______Not at all
   B.______Some
   C.______A great deal

7. (40) For grades K-6: How well is he learning to read? For grades 7-12: How well does he like to read?
   A.______Above average
   B.______Average
   C.______Below average

8. (41) How well does his family support his efforts in school?
   A.______Very well
   B.______Fairly well
   C.______Not very well
   D.______Not at all

9. (42) Does he participate voluntarily in classroom activities?
   A.______Frequently
   B.______Some
   C.______Seldom
   D.______Never

10. (43) How many days has he been absent for any reason this school year?
   A.______0-2 days
   B.______3-5 days
   C.______ 6-10 days
   D.______11-20 days
   E.______Over 20 days

11. (44) How many times has he changed schools this school year?
   A.______None
   B.______Once
   C.______More than once

12. (45) Is this student repeating this grade this year?
   A.______Yes
   B.______No

IN QUESTIONS 13 - 21 PLEASE INDICATE WHERE EACH STUDENT STANDS ON EACH SCALE:

(46)	13.	DEFIANT	_____	_____	_____	_____	_____	COMPLIANT
(47)	14.	UNCOOPERATIVE	_____	_____	_____	_____	_____	COOPERATIVE
(48)	15.	FRIENDLY	_____	_____	_____	_____	_____	HOSTILE
(49)	16.	SUBMISSIVE	_____	_____	_____	_____	_____	AGGRESSIVE
(50)	17.	IRRESPONSIBLE	_____	_____	_____	_____	_____	RESPONSIBLE
(51)	18.	NEAT, TIDY	_____	_____	_____	_____	_____	UNKEMPT, UNTIDY
(52)	19.	WITHDRAWN	_____	_____	_____	_____	_____	OUTGOING
(53)	20.	FOLLOWER	_____	_____	_____	_____	_____	LEADER
(54)	21.	ALERT	_____	_____	_____	_____	_____	DULL

22. If there is something outstanding about this student, please specify:
(55) ____

____

23. If you know of something that is keeping this student from reaching his
(56) maximum potential, please specify: ______________________

____

QUESTIONS 24 - 27 TO BE FILLED IN FOR ELEMENTARY GRADES ONLY:

24. Have you been the teacher in this
(57) student's classroom for at least
5 months during this school year?

A.______No
B.______Yes

25. Is he in a team teaching program?
(58)
A.______None of the time
B.______1-2 class periods per day
C.______More than 2 class periods per day

26. Is he in an ungraded program?
(59)
A.______No
B.______Yes

27. On the average, what part of his
(60) classroom time is spent with a
teacher-aide present?

A.______None of the time
B.______ 1-24% of the time
C.______25-49% of the time
D.______50-74% of the time
E.______75-99% of the time
F.______100% of the time

COMMENTS: ____
(61) ____

____

____

____

______________________ Date

______________________ Teacher's signature

______________________ Teacher Code
(76-78)

Public Schools of the District of Columbia
Department of Planning, Innovation, and Research
Research and Evaluation Unit, School Year 1969-70

PUPIL PERSONNEL SERVICES TEAMS
EVALUATION FORM (REVISED)

Student I.D. No. (1-6) ________________

Sex (22) _____M _____F

Student Name (7-21) ______________________________ Last First Middle

Birth Date (23-24) ____________ Mo./Day/Year

School ______________________________ School Code (25-27) __________ Grade (28-29) ________

-- --

1. How favorable is this student's
(30) attitude toward school?
A._____Above average
B._____Average
C._____Below average

2. How well can you understand him
(31) when he speaks?
A._____Very well
B._____About average
C._____Not very well
D._____Hard to understand

3. Does his speech pattern interfere
(32) with his ability to communicate with adults?
A._____Never
B._____Somewhat
C._____Very often

4. Does he get into trouble because
(33) of fighting with other children?
A._____Frequently
B._____Sometimes
C._____Never

5. Does he get into trouble
(34) with the police?
A._____Frequently
B._____Sometimes
C._____Never

6. Does he get into trouble with
(35) neighbors?
A._____Frequently
B._____Sometimes
C._____Never

7. How many personal books does he have?
(36) A._____More than 10
B._____3-10
C._____1-2
D._____None

8. What is the structure of his home?
(37)
A._____Both parents in the home
B._____Only one parent in the home
C._____Extended family home
D._____Substitute family home
E._____Other (SPECIFY)______________
____

9. How much education does his family
(38) want him to have? (MARK HIGHEST LEVEL)
A._____Graduate from college
B._____Some college
C._____Some technical training beyond high school
D._____Graduate from high school
E._____Some high school
F._____Doesn't care

10. How does his home compare with
(39) others in the neighborhood?
A._____Above average
B._____Average
C._____Below average

11. How would you describe the inside
(40) of his home?
A._____Clean, neat, organized
B._____Average
C._____Unkempt, disorderly

12. Does he have an adequate place to
(41) study?
A._____Quite adequate
B._____Barely adequate
C._____Not adequate at all

13. How well does his family support
(42) his efforts at school?
A._____Very well
B._____Fairly well
C._____Not very well
D._____Not at all

PLEASE FILL IN THE SCALES IN QUESTIONS 14 - 22 FROM YOUR PERSONAL OBSERVATION OF THE STUDENT IN COMPARISON WITH OTHERS YOU KNOW OF THE SAME AGE AND GRADE:

(43)	14.	DEFIANT	_____	_____	_____	_____	_____	COMPLIANT
(44)	15.	UNCOOPERATIVE	_____	_____	_____	_____	_____	COOPERATIVE
(45)	16.	FRIENDLY	_____	_____	_____	_____	_____	HOSTILE
(46)	17.	SUBMISSIVE	_____	_____	_____	_____	_____	AGGRESSIVE
(47)	18.	IRRESPONSIBLE	_____	_____	_____	_____	_____	RESPONSIBLE
(48)	19.	NEAT, TIDY	_____	_____	_____	_____	_____	UNKEMPT, UNTIDY
(49)	20.	WITHDRAWN	_____	_____	_____	_____	_____	OUTGOING
(50)	21.	FOLLOWER	_____	_____	_____	_____	_____	LEADER
(51)	22.	ALERT	_____	_____	_____	_____	_____	DULL

23. (52) How did your Team get this student in your caseload?
    - A._____Identified at the first of of the year at your school
    - B._____Transferred from another school where he was identified
    - C._____Added during the year because: ____________________

24. (53-54) How many contacts related to his problems has your Team had with this student?

    __________ contacts

25. (55-56) How many contacts related to his problems has your Team had with his parents or guardians?

    __________ contacts

26. What problems does this student have? (MARK ALL THAT APPLY)
    - (57) A._____Reading retardation
    - (58) B._____Arithmetic retardation
    - (59) C._____Speech/language handicap
    - (60) D._____Failure in class subjects
    - (61) E._____Absenteeism
    - (62) F._____Health problems
    - (63) G._____School transfers
    - (64) H._____Emotional/behavioral problems
    - (65) I._____Crucial economic need
    - (66) J._____Other (SPECIFY) ____________________

27. Have you referred this student to any of the following? (MARK ALL THAT APPLY)
    - (67) A._____Clinical Services
    - (68) B._____Reading Clinic
    - (69) C._____Speech and Hearing Clinic
    - (70) D._____Tutoring assistance
    - (71) E._____Clothing
    - (72) F._____Hearing aid and/or glasses
    - (73) G._____Medical/dental clinic
    - (74) H._____Community agency (SPECIFY) ____________________
    - (75) I._____Other referrals (SPECIFY) ____________________

28. (76) Do you feel that efforts of your Team with this student have been effective?
    - A._____Very effective
    - B._____Fairly effective
    - C._____Not very effective
    - D._____Not effective at all

29. (77) This case is Category
    - A._____I (most critical)
    - B._____II
    - C._____III (least critical)

COMMENTS: ____

____

Date ____________ ____________________ Pupil Personnel Team Member's Signature ____________ Team No. (78-79)

Division of Planning, Research and Evaluation
District of Columbia Public Schools
April 1970

TITLE I EVALUATION - 1969-70

PROJECT READ QUESTIONNAIRE

School ______________________ Grade ______ Today's Date ____________

****

1. Did you use Project READ last year?

   a. ______ Yes

   b. ______ No

2. Would you like to use Project READ again next year?

   a. ______ Yes, by itself

   b. ______ Yes, combined with another method

   c. ______ No

3. Did you use any other supplementary reading program or materials at the same time as Project READ?

   a. ______ No

   b. ______ Yes, I used:

      aa. ______ Basal Reader

      bb. ______ SRA

      cc. ______ Other reading materials (Please specify) ______________
      ____
      ____

4. Do you have the assistance of a teacher aide in this project?

   a. ______ Yes, all of the time

   b. ______ Yes, most of the time (more than half)

   c. ______ Yes, part of the time (less than half)

   d. ______ No

5. Do you have the assistance of a volunteer in this project?

   a. ______ Yes, all of the time

   b. ______ Yes, most of the time (more than half)

   c. ______ Yes, part of the time (less than half)

   d. ______ No

- OVER -

PROJECT READ QUESTIONNAIRE

Page 2

6. Do you feel that this program has been hampered in any way? How? ____________

____

____

____

____

7. What kinds of children do you have the most success with in using the Project READ materials? ____________________________

____

____

Signature ____________________
(Optional)

Division of Planning, Research and Evaluation
District of Columbia Public Schools
April 1970

TITLE I EVALUATION - 1969-70

TEACHER AIDE QUESTIONNAIRE FOR PRINCIPALS

School ______________________________ Today's Date ______________

****

1. How many teacher aides were assigned to your school in 1969-70? ________

2. What was the number of teacher aides in your school this year?

   a. ________ Minimum

   b. ________ Maximum

3. Which of the following was used for assigning teacher aides?

   a. _____ One aide assigned to one teacher

   b. _____ One aide assigned to a group of teachers

   c. _____ Aide "pool" for assisting all teachers according to need

   d. _____ Some other (Please explain) ______________________________
   ____

4. In which of the following areas do you think the teacher aides should be given more training:

   a. _____ Clerical

   b. _____ Academic subjects

   c. _____ Role of the aide in relation to the classroom teacher and school procedure

   d. _____ Role of the aide in relation to the students

   e. _____ Basic teaching methods

   f. _____ Audio-visual

   g. _____ Classroom housekeeping

   h. _____ Playground supervision and field trips

   i. _____ Other (Please specify) ______________________________
   ____

5. What in your opinion would be the ideal ratio between teachers and teacher aides?

   One aide to ________ teacher(s)

- OVER -

TEACHER AIDE QUESTIONNAIRE FOR PRINCIPALS

Page 2

6. How effective have the teacher aides in your school been in improving the general classroom performance of the students?

   a. ______ Not effective at all
   b. ______ Moderately effective
   c. ______ Effective
   d. ______ Extremely effective

7. How can the Teacher Aide Program be enhanced to make it more effective in improving the general classroom performance of the students?

____

____

____

____

____

____

Signature ______________________________
(Optional)

Division of Planning, Research and Evaluation
District of Columbia Public Schools
April 1970

TITLE I EVALUATION - 1969-70

TEACHER AIDE QUESTIONNAIRE FOR CLASSROOM TEACHERS

School ______________________ Grade ________ Today's Date ______________

****

1. Approximately how many hours per week is a teacher aide assigned to you?

   __________ hours

2. Is this amount of time sufficient for your needs?

   a. ______ Yes

   b. ______ No

3. Please indicate the percentage of time the aide spends working in each of the following categories:

   a. ______ Working in a clerical or classroom housekeeping capacity

   b. ______ Working with students in and out of the classroom (other than holding classes in the absence of teachers)

   c. ______ Holding classes when teachers are absent

4. How much more time does the help of a teacher aide give you to work individually with students in your class?

   a. ______ Not any

   b. ______ Some

   c. ______ A great deal

5. Have you had a teacher aide before this year?

   a. ______ Yes

   b. ______ No

6. Have you had any instruction or in-service training in the use of a teacher aide?

   a. ______ Yes

   b. ______ No

7. Do you feel that instruction for classroom teachers in the use of teacher aides would be helpful? In what way? ______________________________

   a. ______ Yes ______________________________

   b. ______ No ______________________________

TEACHER AIDE QUESTIONNAIRE FOR CLASSROOM TEACHERS
Page 2

8. In which of the following areas do you think the teacher aide should be given more training?

   a. ______ Clerical
   b. ______ Academic subjects
   c. ______ Role of the aide in relation to the classroom teacher and school procedure
   d. ______ Role of the aide in relation to the students
   e. ______ Basic teaching methods
   f. ______ Audio-visual
   g. ______ Classroom housekeeping
   h. ______ Playground supervision and field trips
   i. ______ Other (Please specify) ______________________________

   ____

9. How effective have the teacher aides been in improving the general classroom performance of students?

   a. ______ Not effective at all
   b. ______ Moderately effective
   c. ______ Effective
   d. ______ Extremely effective

10. How can the Teacher Aide Program be enhanced to make it more effective in improving the general classroom performance of the students?

    ____
    ____
    ____
    ____
    ____
    ____

Signature ______________________________
(Optional)

Division of Planning, Research and Evaluation
District of Columbia Public Schools
April 1970

TITLE I EVALUATION - 1969-70

TEACHER AIDE QUESTIONNAIRE FOR TEACHER AIDES

School ______________________________ Today's Date ______________

****

1. With how many teachers do you usually work? __________

2. With what grade (or grades) do you usually work? __________

3. Please indicate the percentage of time spent working in each of the following categories:
   - a. ______ Working in a clerical or classroom housekeeping capacity
   - b. ______ Working with students in and out of the classroom (other than holding classes in the absence of the teacher)
   - c. ______ Holding classes for teachers who are absent

4. Does your assistance give the teacher more time to work individually with the students in her class?
   - a. ______ Not any
   - b. ______ Some
   - c. ______ A great deal

5. In which of the following areas (if any) do you think it would be helpful to have more training?
   - a. ______ Clerical
   - b. ______ School subjects
   - c. ______ Role of an aide in relation to the classroom teacher and school procedure
   - d. ______ Role of the aide in relation to the students
   - e. ______ Audio-visual
   - f. ______ Classroom housekeeping
   - g. ______ Playground supervision and field trips
   - h. ______ Other (Please specify) ______________________________

____

- OVER -

TEACHER AIDE QUESTIONNAIRE FOR TEACHER AIDES

6. Are you asked to perform duties which, in your opinion, aren't part of your job?

   a. ______ No

   b. ______ Yes (Please explain) ______________________________

   ____

7. Do you feel that a training program for classroom teachers in the use of teacher aides would be helpful? In what way? ______________________________

   a. ______ Yes ______________________________

   b. ______ No ______________________________

8. What is the main purpose of your job?

   a. ______ To help with the clerical work load of the teacher, such as filling out forms, correcting tests, running off seatwork, etc.

   b. ______ To assist the teacher in the classroom by working with individual or small groups of children

   c. ______ To help with discipline as an additional adult in the classroom and school

   d. ______ Other (Please specify) ______________________________

   ____

   ____

   ____

9. How can the Teacher Aide Program be enhanced so as to make it more effective in improving the general classroom performance of the students?

   ____

   ____

   ____

   ____

   ____

   ____

Signature ______________________________
(Optional - not required)

Division of Planning, Research and Evaluation
District of Columbia Public Schools
April 1970

TITLE I EVALUATION - 1969-70

PARENT AND COMMUNITY INVOLVEMENT QUESTIONNAIRE FOR CLASSROOM TEACHERS

School ______________________ Grade __________ Today's Date ______________

****

1. Have you had communication by visit or telephone with the parents (guardians) of the students in your class this year?
   - a. ______ Yes, with all of them
   - b. ______ Yes, with most of them (more than half)
   - c. ______ Yes, with part of them (less than half)
   - d. ______ No

2. What were the main reason(s) for this communication?
   - a. ______ Discipline problem
   - b. ______ Attendance problem
   - c. ______ School achievement problem
   - d. ______ Other(s) (Please specify) ______________________________

3. Have the parents of your students attended special school events when invited (such as open house, school plays, school week)?
   - a. ______ Yes, all of them
   - b. ______ Yes, most of them (more than half)
   - c. ______ Yes, part of them (less than half)
   - d. ______ No

4. Do you have any suggestions for increasing the interest of parents in the education of their children? ______________________________

5. Do you have any suggestions for increasing community involvement to improve the educational climate in your school? ______________________________

14

Signature ______________________
(Optional)

GWU-C23-6-40 267

Division of Planning, Research and Evaluation
District of Columbia Public Schools
April 1970

TITLE I EVALUATION - 1969-70

TITLE I QUESTIONNAIRE FOR PRINCIPALS

School ______________________________ Today's Date ______________

****

1. How would you rate the Title I Programs in your school as to their effectiveness in meeting the needs of the students in your school, using the following scale:

   + = very effective
   0 = moderately effective
   - = not effective

Program	Rating	Reasons or explanation for the rating
Pupil Personnel		
Audio Visual Services		
Urban Service Corps		
Speech (Non-public and public)		
Classroom Assistance-Teacher Aides		
Cultural Enrichment		

(Continued on next sheet)

USE BACK OF PAGE IF MORE SPACE IS NEEDED FOR ANSWERS.

TITLE I QUESTIONNAIRE FOR PRINCIPALS
Page 2

1. (Continued) IF ANY PROGRAMS IN YOUR SCHOOL ARE NOT LISTED, PLEASE ADD THEM.

Program	Rating	Reasons or explanation for the rating
	____	____________________
	____	____________________
	____	____________________

2. Do Title I Programs meet the needs of your students?
   a. ______ Yes   Please explain: ______________________________
   b. ______ No

3. How can Title I Programs be improved (discuss programs individually or as a group):

4. What type of programs, other than the already existing ones, would you suggest for best meeting the needs of the children in your school?

USE BACK OF PAGE IF MORE SPACE
IS NEEDED FOR ANSWERS.

Signature ______________________
(Optional)

GWU-C23-7-40

The George Washington University
Education Division, Social Research Group
27 January 1970

Reading Incentive Seminar Program, 1969-70

Student Interview

Date Interviewed ____________________

Name ____________________________ Sex _____ School ____________ Grade ____

1. Is this your first year in the Reading Incentive Seminar class? If not, when were you previously in the program, where and for how long?

2. Did you volunteer to be in this class or were you selected?

3. What do you think this program is trying to accomplish?

4. What do you like best about this class?

5. What activities have you participated in this class this year?

   A. What books have you read?

   B. Did you enjoy the books? Why?

   C. Have you gone on any field trips? Where?

   D. Have you seen any film strips in the classroom?

   E. Other activities?

6. Do you think this class has helped you in your other school subjects? If so, how?

7. Do you read more since you have been in this class?

8. Do you have any books of your own? If so, what are they?

9. What kinds of books do people your age like to read?

10. Do you read a newspaper? If so, what part of the newspaper do you enjoy most?

11. Do you read any magazines? If so, what magazines do you like the best?

12. Do you watch television? If so, how many hours a day on the average and what are your favorite programs?

13. What hobbies do you have?

14. Do you feel that up to now, you have had some difficulty in reading? If so, what seemed to have been the problem?

The George Washington University
Education Division, Social Research Group
Title I Evaluation
February 1970

PRE-PREP PROGRAM
GONZAGA HIGH SCHOOL

The faculty of Gonzaga High School and the Education Research Division of the George Washington University are interested in your experience this year in the Gonzaga Pre-Prep Program. Your answers to these questions will help in planning the program for next year. If more space is needed for any question(s), use the back of these question sheets.

1) What did you like best about the Pre-Prep Program at Gonzaga?

2) What did you like least about the Pre-Prep Program at Gonzaga?

3) In what ways was the program at Gonzaga different for you from previous school(s) you have attended?

4) In what activities did you associate with other students at Gonzaga High School?

5) Did you have any problems relating to former friends after you started going to Gonzaga? If so, what?

6) Did you find the school work hard in the program at Gonzaga? If so, in what subjects?

7) Did you like the subject matter covered in the program? If not, why?

8) Did you like the teachers in the program? If not, why?

9) What suggestions would you have for boys who might start the program next year?

10) Do you feel you learned more in the Pre-Prep Program at Gonzaga this year than you would have learned at another school?

11) Have your ideas for the future changed?

THE GEORGE WASHINGTON UNIVERSITY
Education Division, Social Research Group
23 May 1970

URBAN JOURNALISM WORKSHOP

Please fill in the spaces below. Please print your answers. Thank you.

Your Name: ______________________________
First Middle Last

Your School: ______________________________ Grade: ________

What are your present school activities (clubs, newspaper, special group)?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Would you like to attend a 4-week journalism or broadcast workshop at AU this summer?

________ yes ________ no ________ undecided

Would you like to study journalism in college?

________ yes ________ no ________ undecided

What kind of jobs would you like to have when you leave high school?

____

____

____

If you could start over with the Urban Journalism Workshop, would you select the same project?

__________ yes

__________ no I would choose ______________________________

Because ______________________________

Has the Urban Journalism Workshop experience helped you in school? How?

____

____

____

Do you plan to expand on what you have learned in the Urban Journalism Workshop?

____

____

____

What suggestions do you have for improving the Urban Journalism Workshop if it is held next school year?

____

____

____

ATTACHMENTS

Evaluation Report No. 1: "Analysis of 'Instrument for Identifying Potential School Dropouts' - School Year 1969-70" - 16 February 1970

Summary of Final Report: "Evaluation of ESEA Title I Programs for the District of Columbia, 1968-69" - December 1969

Abstract: "Evaluation of ESEA Title I Programs for the District of Columbia, 1967-68" - May 1969

Abstract: "Evaluation of ESEA Title I Programs for the District of Columbia - Summer 1967" - March 1968

Summary Report: "Evaluation of ESEA Title I Programs for the District of Columbia, 1966 and 1967" - December 1967

ANALYSIS OF "INSTRUMENT FOR IDENTIFYING POTENTIAL SCHOOL DROPOUTS"
School Year 1969-70

District of Columbia Government
Department of Public Schools
Contract NS-7089

Evaluation Report No. 1

C. A. Neyman, Jr.
Director

The George Washington University
Education Division
Social Research Group

16 February 1970

The George Washington University
Education Division
Social Research Group

16 February 1970

ANALYSIS OF "INSTRUMENT FOR IDENTIFYING POTENTIAL SCHOOL DROPOUTS"
School Year 1969-70

I. INTRODUCTION

The yellow and green forms entitled "Instrument for Identifying Potential School Dropouts" (hereafter called the "Identified Student Form"), filled out in October and November 1969 by teachers and principals of Title I schools, contained the same items as the forms used in the preceding two years. Copies of the two 1969-70 forms are attached.

II. PURPOSE OF THE FORMS

The purpose of the use of these forms was two-fold: first, to get an inventory of the problems of students in Title I schools, for administrative purposes and to report to the United States Office of Education; and second, to have a list of problems for each identified student that could be turned over to the Pupil Personnel Services Teams. Also, these forms made it possible to produce a list of both identified and unidentified students in Title I schools, so that identification numbers could be assigned to those students new to Title I schools. Lists of identified students were also needed for use by the particular Title I programs designed to deal only with identified students. Previous lists were out of date as many students had been promoted or had changed schools.

III. PROCEDURE

These forms were distributed to the Title I schools in September 1969 with the request that they be returned through regular school channels to the office of Dr. Mildred Cooper in the Presidential Building. The return of the forms from the schools was the responsibility of the three administrative divisions, Elementary, Secondary, and Model School Divisions. In Dr. Cooper's office, a clerk searched the previous year's Title I student rosters to obtain the identification number based upon the name and date of birth as well as the school and grade. This number was written on the yellow or green form. These forms were keypunched, and then the Short Master File was searched using a computer program to find the identification number based upon name and date of birth of students in the data bank. Where no record was found, new numbers were assigned.

As it worked out, the process of clerically searching the rosters and writing the i.d. numbers on the forms by hand, as well as the additional task of Xeroxing the forms and returning a copy to the school and to the Pupil Personnel Teams, was quite time-consuming. Many of the forms were not filled in completely and had to be sent back to the schools or else someone had to go to the schools to obtain the necessary information. It had been agreed that the teacher aides in the Title I schools would be assigned the job of completing the yellow and green forms; it appeared, however, that the Pupil Personnel Teams participated quite actively in the process, particularly with regard to those students who had been in their caseload during the previous year.

It was originally planned that everything would be completed by 1 November, including the punching of the yellow and green forms, matching of processed forms against the Short Master File to obtain i.d. numbers, and production of the Title I school rosters and the List of Identified Students. For various reasons, primarily because of the slow return of the forms to Dr. Cooper's office by the schools, the yellow and green forms were not available for keypunching until the last week of November.

The computer program and the processing routine necessary to obtain the Title I school rosters are appended to this report. It will be seen that the processing involved a considerable amount of time on the part of the D.C. Schools Automated Information Systems Department.

There were 15,681 yellow and green forms received and sent out for keypunching. This was approximately 85.6% of the total population of the Title I public schools. Another 1370 forms were received from the parochial schools. Several schools sent in forms for only the identified students; in other schools entire classrooms were missing.

IV. ANALYSIS OF INFORMATION

There were 18,782 students enrolled in Title I schools as of 17 October 1969, and of these, 8,755 or 46.6% were identified as potential dropouts. The distribution of these identified students by schools is shown in Table 1. Junior high schools have the highest percentage of students identified, followed by high schools, elementary schools, and private schools. It will be seen that, as in previous years, the percentage of students identified varied considerably from school to school. In the elementary schools the highest percentage was 94.2 and the lowest percentage was 38.8, with a median of 56.7%. In general the special elementary schools had higher percentages than others.

Table 1

PERCENTAGE OF IDENTIFIED STUDENTS IN TITLE I SCHOOLS, SCHOOL YEAR 1969-70

School	Enrollm't 10/17/69	Identified K-3	Identified 4-6	Total Identified N	Total Identified %
Bundy (M)	190		179	179	94.2
Cleveland (M)	322	121	58	179	55.6
Cook, J.F.	562	172	46	218	38.8
Edmonds	210	110	59	169	80.5
Garrison (M)	900	175	200	375	41.7
Goding	863	237	209	446	51.7
Grimke (M)	373	178	137	315	84.5
Harrison (M)	487	242	153	395	81.1
Hayes	198	51	37	88	44.4
Langston	427	148	94	242	56.7
Lewis	546	200	14	214	39.2
Logan	839	329	161	490	58.4
Ludlow	234	81	49	130	55.6
Madison	280	124	82	206	73.6
Montgomery (M)	846	244	101	345	40.8
Mott	682	142	154	296	43.4
Perry	177		153	153	86.4
Simmons	605	263	211	474	78.3
Taylor	223	83	75	158	70.9
Walker-Jones	720	288	261	549	76.3
Wilson, J.O.	1,013	266	233	499	49.3
Total Elementary Schools	10,697	2020	2666	4686	43.8
Garnet-Patterson (M)	635			326	51.3
Shaw (M)	1,298			633	48.8
Stuart	794			604	76.1
Terrell	998			704	70.5
Total Junior High Schools	3,745			2267	60.5
Cardozo (M)	1,641			621	37.8
Dunbar	1,215			694	57.1
Total Senior High Schools	2,856			1315	46.0
Holy Name	438	60	91	151	34.5
Holy Redeemer	289	31	69	100	34.6
Immaculate Conception	76	30	30	60	78.9
St. Martin's	351	48	43	91	25.9
St. Paul & St. Augustine	330	24	61	85	25.8
Total Parochial Schools	1,484	193	294	487	32.8
GRAND TOTAL	18,782			8755	46.6%

Before the forms were keypunched, the Comments sections were screened to find out whether they contained any additional reasons for identifying the students as potential dropouts. Four categories of reasons (problems) plus a miscellaneous category were added. Table 2 shows the problems of identified students obtained from the yellow forms for elementary school children in grades kindergarten through 3rd grade. There were 3,454 identified students in this category. The first nine problems at the top of the table are those contained on the form itself. The other five problems at the bottom of the table are the coded reasons for dropout extracted from the Comments section of the form. These reasons had not been tabulated from the 1968 Identified Student Forms.

Table 3 shows similar data for grades 4-6, 7-9, 10-12, and the total. There are two items that differ between Tables 2 and 3. On the yellow form (grades K-3), the question is asked about the "poor risk readiness test status" (obtained from the Metropolitan Reading Readiness Test which had been used in the D.C. Schools for a number of years to determine the readiness for reading) and "grade retention." These two items are not on the green form. The green form (grades 4-12) lists "severe arithmetic retardation" and "course failure in any two or more courses during the past school year," instead.

Table 4 shows the comparison of the percentage of problems at each grade level with the percentages found in the preceding year. The responses on the yellow form as to grade retention last year were combined with the responses on the greeen form as to course failure in two or more courses last year.

Table 4 shows that only in two categories did the percentage of problems rise among elementary school children: an increase from 32.9% to 34.5% in severe reading problems, and from 58.6% in 1968 to 66.5% in 1969 for identified students with economic need.

In the junior high schools, all categories increased, sometimes significantly, over the 1968 data except for failure in two or more courses last year and in absenteeism of 20 days or more during the school year. It is noticeable that the percentage of students with the problem of absenteeism dropped from 37.6% in 1968 to 28.0% in 1969. It is doubtful that this really indicates a decrease in absenteeism; it is believed that this only reflects a decrease in the number of students whose major problem was absenteeism.

As far as the high school identified students are concerned, there were more declines than increases. The biggest increase was in the number of students who were designated as being potential dropouts because of economic need. This increased sharply from 13.4% in 1968 to 41.7% in 1969. The number of students who had reading retardation as a reason for potential dropout increased from 5.5% to 8.6%. The percentage of students with severe arithmetic retardation was still quite low but it more than doubled from 2.2% in 1968 to 4.7% in 1969.

Table 2

PROBLEMS OF IDENTIFIED STUDENTS, FROM IDENTIFIED STUDENT FORM

Grades Kindergarten--3rd, Public Schools Only, September 1969
(N = 3454)

Problem Description[1]	Number	%
Poor risk readiness test status	987	28.6
Severe reading problems	775	22.4
Speech/language problems	418	12.1
Grade retardation	640	18.5
Absenteeism - 20 days or more last year	394	11.4
Health problems	253	7.3
Transfers - 2 or more last year	[illegible]	1.6
Behavioral problems	562	16.3
Economic need	2340	67.7
Comments	(809)	(23.4)
Adverse home influence on schooling	58	1.7
Emotional problems	154	4.5
Slow learners	151	4.4
Immature	71	2.1
All others	11	0.3
Total	6869	198.9

Average number of problems per student 1.989

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[1] For exact wording of problem, see "Instrument for Identifying Potential School Dropouts" (yellow form).

Table 3

PROBLEMS OF IDENTIFIED STUDENTS, FROM IDENTIFIED STUDENT FORM

Public Schools Only, September 1969

Problem Description [1]	Grades 4-6 (N=2666)		Grades 7-9 (N=2267)		Grades 10-12 (N=1315)		Total (N=6248)	
	N	%	N	%	N	%	N	%
Severe reading retardation	1335	50.1	946	41.7	113	8.6	2394	38.3
Severe arithmetic retardation	1006	37.7	849	37.4	62	4.7	1917	30.7
Speech/language problems	252	9.4	217	9.6	40	3.0	509	8.1
Failure in 2 or more courses last year	368	13.8	419	18.5	167	12.7	954	15.3
Absenteeism - 20 or more days last year	355	13.3	634	28.0	682	51.9	1671	26.7
Health problems	148	5.6	190	8.4	66	5.0	404	6.5
School transfers - 2 or more last year	38	1.4	37	1.6	4	0.3	79	1.3
Behavioral problems	629	23.6	560	24.7	103	7.8	1292	20.7
Economic need	1729	64.8	1454	64.1	548	41.7	3731	59.7
Comments (any entry in this section)	(451)	(16.9)	(681)	(30.0)	(414)	(31.5)	(1546)	(24.7)
Evidence of adverse home influence on schooling	41	1.5	56	2.5	39	3.0	136	2.2
Emotional problems	88	3.3	74	3.3	11	0.8	173	2.8
Slow learner	71	2.7	30	1.3	4	0.3	105	1.7
Immature	32	1.2	12	0.5	4	0.3	48	0.8
All others	10	0.4	4	0.2	0	0.0	14	0.2
Total problems checked	6102	228.8	5482	241.8	1843	140.2	13,427	214.9
Average number of problems per student	2.29		2.42		1.40		2.15	

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[1] For exact wording of problem, see "Instrument for Identifying Potential School Dropouts" (green form)

Table 4

COMPARISON OF PROBLEMS OF IDENTIFIED STUDENTS, 1968 AND 1969
FOR VARIOUS GRADE GROUPS

Problem Description 1/	Elementary			Junior High			Senior High		
	'68	'69	Change*	'68	'69	Change*	'68	'69	Change*
Poor risk readiness test status (K-3)	17.1	16.1	-						
Severe reading retardation	32.9	34.5	+	25.4	41.7	+	5.5	8.6	+
Severe arithmetic retardation (4-12)	2.2	16.4	+	21.5	37.4	+	2.2	4.7	+
Speech/language problems	14.1	10.9	-	7.2	9.6	+	4.3	3.0	-
Failure in 2 or more courses last year 2/	21.9	16.5	-	22.1	18.5	-	34.7	12.7	-
Absenteeism - 20 days or more last year	18.7	12.2	-	37.6	28.0	-	63.3	51.9	-
Health problems	9.0	6.6	-	7.4	8.4	+	7.0	5.0	-
School transfers - 2 or more last year	3.0	1.5	-	1.1	1.6	+	1.7	0.3	-
Behavioral problems	23.3	19.5	-	22.9	24.7	+	7.2	7.8	+
Economic need	58.9	66.5	+	39.6	64.1	+	13.4	41.7	+

1/ For exact wording of problem, see "Instrument for Identifying Potential School Dropouts" (yellow form for grades Kindergarten--3rd, and green form for grades 4-12)

2/ On yellow form, this problem read: "Grade retention"

* "+" indicates increased percentage of students with problems in the 1969-70 school year.

Table 4 also shows that, in general, the number of problems per student remained approximately the same in both elementary and high school categories, but was considerably increased at the junior high school level, going from an average of 1.85 to 2.42 problems per identified student from 1968 to 1969.

The overall results show that principals, in general, were more inclined to use economic need and severe reading retardation for identifying students as potential dropouts rather than some of the other problems indicated on the yellow and green forms. The category of absenteeism which has been shown to be directly connected to dropout of the students was indicated less than before. It is also to be noted that the percentage of students having behavioral problems was approximately the same as in the previous year.

Table 5 shows the distribution of the percentages of identified students in each public elementary school as checked in each of the problem areas. At the bottom of the list is shown the high, median, and low value for each problem. For example, in speech/language problems, one school had 42.7% of its identified students marked here, while another school had only 1.6%. The median school showed 11.0% of its students with this problem. It will be noticed that there is a considerable amount of difference between the high percentage and the low percentage in any of these categories. The average number of problems per student is also shown in this table.

Table 6 shows similar data for grades 4-12. It will be noted that the high average school in this category showed approximately 3.4 problems per student. The school that was lowest showed only 1.43 problems per student. Similarly, a tremendous range in the number of problems designated can be seen in this table.

Table 5

DISTRIBUTION BY PERCENTAGE OF PROBLEMS OF IDENTIFIED STUDENTS BY SCHOOLS
Grades Kindergarten--3rd, School Year 1969-70

Public Schools	N	Readiness Y-1	Reading Y-3	Speech/ Lang. Y-2	Grade Re-ten'n Y-4	Absenteeism Y-5	Health Y-7	Transfers Y-6	Behavior Y-8	Economic Need Y-9	Adverse Home Influence	Emotional	Slow Learner	Immature	All Others	Total No. of Problems Per Child
1	288	19.1	8.3	4.9	4.5	11.4	3.8	1.4	2.8	86.8	0.0	0.0	0.0	0.0	0.0	1.430
2	237	16.9	16.5	15.6	14.3	7.6	10.5	1.7	22.8	57.0	0.0	0.0	0.0	0.0	0.0	1.629
3	200	17.5	28.5	6.5	32.5	9.0	4.0	1.0	12.5	40.5	2.0	9.0	5.5	3.0	0.0	1.715
4	329	21.0	22.5	7.3	26.7	15.2	3.3	0.6	9.7	44.4	3.3	3.6	9.1	5.2	0.6	1.725
5	263	30.8	6.5	1.6	20.2	8.0	8.7	1.5	15.2	77.9	1.5	4.6	6.1	2.3	0.0	1.849
6	178	22.5	32.6	9.6	23.6	12.4	6.2	0.0	5.1	74.1	0.6	2.2	0.6	0.0	0.6	1.901
7	121	15.7	18.2	13.2	0.8	12.4	14.9	4.1	9.9	85.1	0.0	1.7	12.4	4.1	0.0	1.925
8	266	32.7	23.3	6.4	17.7	12.8	7.5	3.0	27.1	51.5	1.1	4.1	4.1	0.8	0.8	1.929
9	242	22.7	24.0	9.5	16.1	4.1	5.4	1.6	13.6	82.2	0.4	5.8	4.1	3.7	0.0	1.932
10	244	27.4	25.0	11.5	11.9	6.6	9.4	1.6	16.4	72.5	1.6	5.3	5.7	3.7	0.8	1.994
11	172	33.1	32.0	11.0	17.4	19.2	2.9	2.9	10.5	59.9	2.3	4.7	4.1	0.0	0.6	2.006
12	83	28.9	7.2	4.8	30.0	10.8	4.8	2.4	21.7	86.7	1.2	3.6	0.0	2.4	0.0	2.047
13	51	43.0	47.1	23.5	23.5	3.9	3.9	0.0	49.0	15.7	0.0	0.0	0.0	0.0	0.0	2.096
14	81	44.4	25.9	27.2	11.1	4.9	3.7	1.2	13.6	76.5	0.0	0.0	2.5	0.0	0.0	2.110
15	124	43.5	9.7	4.8	24.2	12.1	16.9	0.0	16.1	71.0	9.7	7.2	5.6	0.0	0.0	2.208
16	175	25.7	29.7	16.0	9.1	17.7	8.6	1.1	19.4	72.6	6.3	6.3	5.1	4.0	0.6	2.222
17	148	41.9	31.8	14.9	27.7	16.9	1.4	1.4	5.4	90.5	0.7	0.7	0.7	0.0	0.0	2.340
18	142	8.1	22.5	19.0	38.0	16.9	17.6	1.4	47.9	73.9	0.9	16.1	4.5	3.6	0.0	2.704
19	110	70.9	49.1	42.7	10.9	12.7	11.8	3.6	31.8	69.1	0.0	16.4	10.9	3.6	1.8	3.353
Total	2020															
Median		27.4	24.0	11.0	17.7	11.4	6.2	1.4	15.2	72.6	0.9	4.1	4.1	2.3	0.0	1.994
Parochial																
1	60	38.3	5.0	36.7	13.3	3.3	1.7	0.0	13.3	1.7	0.0	0.0	0.0	0.0	0.0	1.13
2	31	0.0	3.2	35.5	6.4	3.2	12.9	0.0	6.4	45.2	0.0	0.0	3.2	0.0	0.0	1.16
3	24	0.0	12.5	16.7	20.8	0.0	4.2	0.0	12.5	62.5	0.0	4.2	0.0	0.0	0.0	1.33
4	30	0.0	26.7	13.3	20.0	3.3	3.3	0.0	6.7	70.0	0.0	10.0	10.0	0.0	0.0	1.63
5	48	58.3	27.1	31.2	50.0	2.1	2.1	6.2	97.9	37.5	0.0	0.0	0.0	0.0	0.0	3.13
Total	193															

Table 6

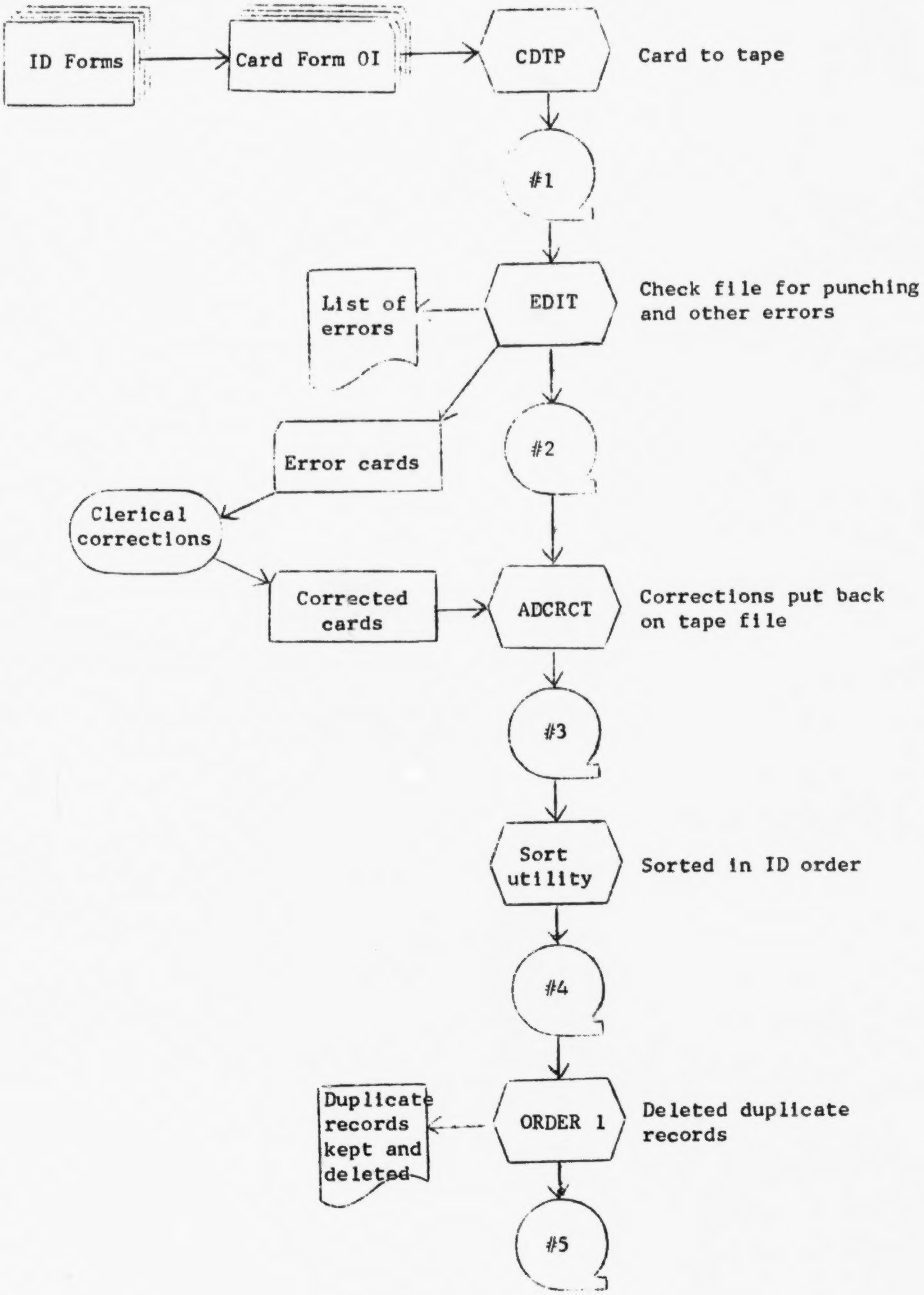
DISTRIBUTION BY PERCENTAGE OF PROBLEMS OF IDENTIFIED STUDENTS BY SCHOOLS
Grades 4-12, School Year 1969-70

Elementary Schools	N	Reading G-1	Arithmetic G-2	Speech/ Lang. G-3	Grade Re-ten'n G-4	Absenteeism G-5	Health G-6	Transfers G-7	Behavior G-8	Economic Need G-9	Adverse Home Influence	Emotional	Slow Learner	Immature	All Others	Total No. of Problems Per Student
1	261	23.0	15.3	6.5	3.8	7.7	1.9	0.4	8.4	87.0	0.0	0.0	0.0	1.4	0.0	1.554
2	94	28.9	4.3	2.1	16.0	28.7	1.1	0.0	12.8	80.9	0.0	1.1	1.1	0.0	1.1	1.779
3	37	35.1	35.1	5.4	5.4	18.9	2.7	0.0	35.1	43.2	0.0	0.0	0.0	0.0	0.0	1.809
4	75	4.0	6.7	8.0	21.3	17.3	2.7	0.0	32.0	78.0	0.0	8.0	5.3	0.0	0.0	1.833
5	14	71.4	28.6	7.1	21.4	0.0	0.0	7.1	21.4	21.4	0.0	7.1	0.0	7.1	0.0	1.926
6	211	37.4	28.9	5.7	4.3	6.2	2.8	1.9	15.6	82.5	9.5	3.3	0.5	0.5	0.9	2.000
7	209	52.2	37.3	6.2	10.0	9.1	3.8	1.0	21.5	44.5	0.0	5.7	8.1	0.5	1.0	2.009
8	49	38.8	44.9	8.2	4.1	14.4	2.0	2.0	30.6	32.6	0.0	8.2	10.2	6.1	0.0	2.021
9	101	64.4	43.6	5.0	2.0	7.9	8.9	1.0	11.9	57.4	2.0	1.0	0.0	1.0	0.0	2.061
10	153	46.4	42.5	9.2	11.1	11.1	4.6	3.9	26.8	51.6	0.6	0.0	2.0	0.0	0.0	2.098
11	153	59.5	32.0	0.0	8.5	8.5	2.0	2.6	15.0	82.4	0.0	1.3	0.0	0.6	0.0	2.124
12	200	50.5	37.0	4.5	16.0	7.0	5.0	0.5	24.5	66.0	0.0	3.5	1.0	1.0	0.5	2.170
13	46	45.6	32.6	8.7	19.6	26.1	8.7	4.3	21.7	54.3	0.0	0.0	0.0	0.0	0.0	2.216
14	233	49.8	39.5	10.3	13.3	21.0	9.4	0.0	24.9	45.9	0.8	4.3	1.7	0.8	0.4	2.221
15	82	41.5	36.6	4.9	7.3	11.0	25.6	0.0	29.3	62.2	0.0	4.9	0.0	0.0	0.0	2.233
16	161	49.7	36.0	10.6	21.1	6.2	3.7	0.0	32.3	44.7	1.2	8.7	5.0	9.9	0.0	2.292
17	58	60.2	37.6	16.1	10.8	9.7	6.4	1.1	25.8	63.4	0.0	0.0	0.0	0.0	0.0	2.311
18	137	58.4	44.5	5.1	8.0	8.8	6.6	0.0	23.4	62.8	0.7	2.9	10.2	0.0	0.7	2.321
19	179	69.8	61.4	14.0	24.6	32.4	8.9	4.5	32.4	70.9	5.0	2.2	2.2	0.0	0.0	3.283
20	154	77.3	59.1	15.6	50.6	22.7	5.2	2.6	44.2	56.5	3.3	10.5	7.6	2.9	0.0	3.586
21	59	94.9	93.2	79.7	5.1	5.1	5.1	3.4	18.6	93.2	0.0	0.0	0.0	0.0	3.4	4.017
Median		49.8	37.0	7.1	11.1	9.7	4.6	1.0	24.5	62.2	0.0	2.9	1.0	0.5	0.0	2.124
J.H.Ss.																
1	704	18.8	17.6	11.4	14.5	27.3	4.7	0.7	17.9	81.8	4.8	2.0	1.8	0.7	0.0	2.040
2	633	40.3	31.6	12.3	12.3	28.6	8.5	2.4	27.8	48.2	1.7	2.7	1.4	0.3	0.0	2.181
3	326	33.1	30.4	11.0	28.5	44.8	11.3	3.7	32.2	62.9	3.0	2.4	0.6	1.5	0.6	2.661
4	604	74.7	70.5	3.8	24.2	19.0	10.9	0.8	25.3	60.9	0.2	5.8	1.0	0.0	0.3	2.974
S.H.Ss.																
1	694	5.0	2.9	1.6	11.0	47.0	2.6	0.4	6.2	53.6	0.3	0.1	0.1	0.0	0.0	1.308
2	621	12.6	6.8	4.7	14.6	57.0	7.7	0.2	9.7	28.3	6.0	1.6	0.5	0.6	0.0	1.503

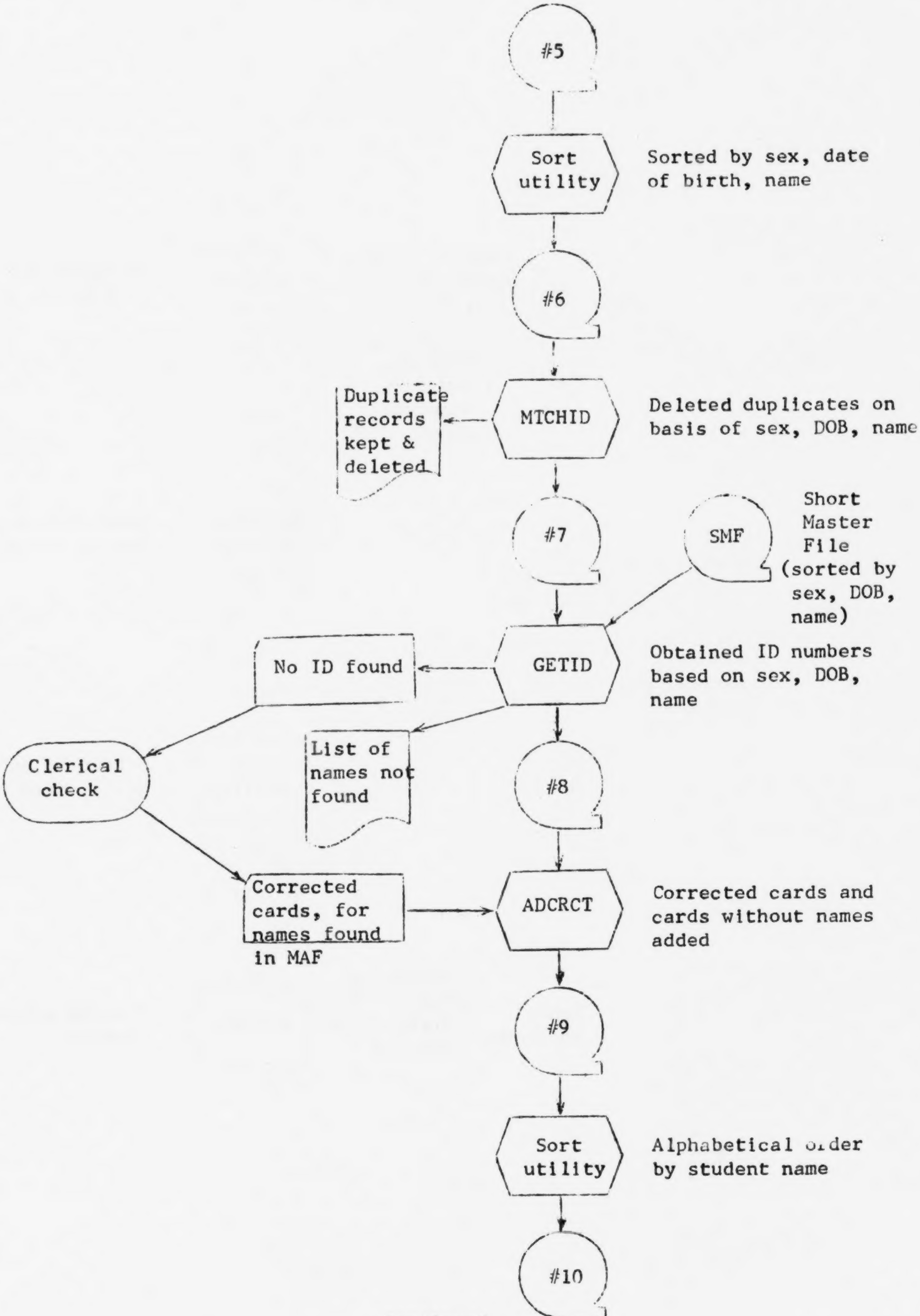
FLOW CHART FOR PROCESSING IDENTIFIED STUDENT FORMS

Notes:
1. Programs written in COBOL. Names of programs shown except for the Utility Programs.
2. Tape sequence shown by numbers in reels.
3. All files have 80-character records, with 45 records (3600 characters) to a block.

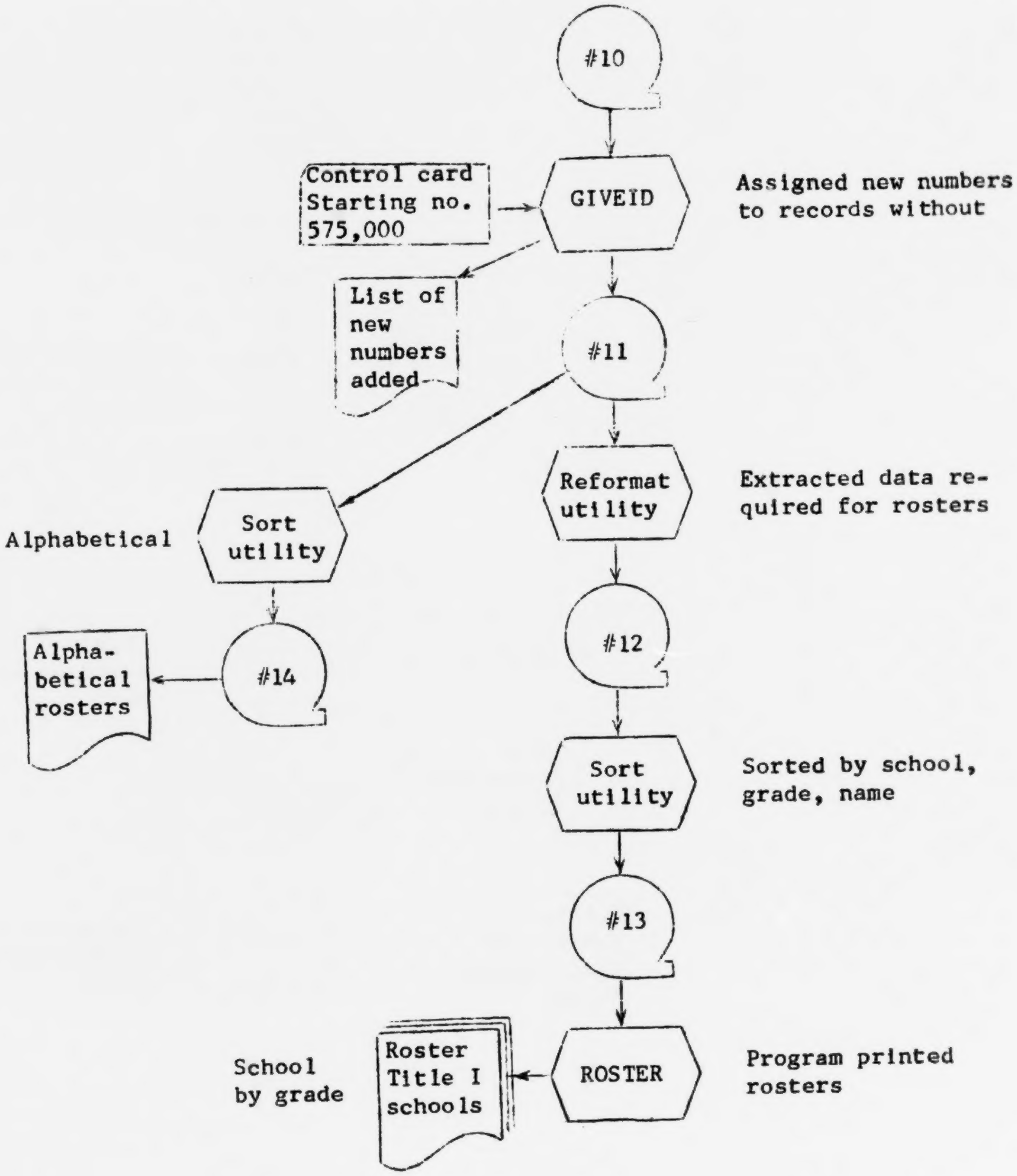
FLOW CHART FOR PROCESSING IDENTIFIED STUDENT FORMS


ID Forms
Card Form 0I
CDTP
Card to tape
#1
List of errors
EDIT
Check file for punching and other errors
Error cards
#2
Clerical corrections
Corrected cards
ADCRCT
Corrections put back on tape file
#3
Sort utility
Sorted in ID order
#4
Duplicate records kept and deleted
ORDER 1
Deleted duplicate records
#5

Continued


#5
Sort utility
Sorted by sex, date of birth, name
#6
Duplicate records kept & deleted
MTCHID
Deleted duplicates on basis of sex, DOB, name
#7
SMF
Short Master File (sorted by sex, DOB, name)
No ID found
GETID
Obtained ID numbers based on sex, DOB, name
Clerical check
List of names not found
#8
Corrected cards, for names found in MAF
ADCRCT
Corrected cards and cards without names added
#9
Sort utility
Alphabetical order by student name
#10

Continued


#10
Control card
Starting no.
575,000
GIVEID
Assigned new numbers
to records without
List of
new
numbers
added
#11
Reformat
utility
Extracted data required for rosters
Alphabetical
Sort
utility
#14
Alpha-
betical
rosters
#12
Sort
utility
Sorted by school,
grade, name
#13
School
by grade
Roster
Title I
schools
ROSTER
Program printed
rosters

Division of Planning, Innovation, and Research
Public Schools of the District of Columbia

INSTRUMENT FOR IDENTIFYING POTENTIAL SCHOOL DROPOUTS
(Pupils in Primary School - in Kindergarten through Grade 3)

Today's Date _____ / _____ / _____
Month / Day / Year

Name of Pupil ______________________________ Birth Date _____ / _____ / _____
Month / Day / Year

Name of School ______________________________ Grade __________ Sex _____M _____F

Name of Parents ______________________________

Home Address ______________________________ Home Phone Number __________

The items below are to be used for screening those students who might leave school before completing high school. These factors are merely general indicators. Please check all those which are applicable to this student. (This identification information will be used for the purposes of eligibility of students for special services and the overall evaluation of Title I programs, but not for individual student placement.)

1. __________ Poor risk readiness test status.
2. __________ Severe reading problems as determined by Reading Specialist.
3. __________ Speech and language problems as determined by Speech Correctionist or Hearing Therapist.
4. __________ Grade retention.
5. __________ Absenteeism of an excessive nature, 20 days or more in the last school year.
6. __________ Evidence of health problems as determined by the school health team.
7. __________ Two or more school transfers for any reason during the last school year.
8. __________ Evidence of behavior problems and active referral to Department of Pupil Personnel Services.
9. __________ Evidence of economic need (such as free lunch, clothing, and aid from P.T.A. or other groups).
10. __________ Comments:

GWU/ERP-9/69

Division of Planning, Innovation, and Research
Public Schools of the District of Columbia

INSTRUMENT FOR IDENTIFYING POTENTIAL SCHOOL DROPOUTS
(Students in Grades 4 through 12)

Today's Date ______ / ______ / ______
Month / Day / Year

Name of Pupil ____________________

Birth Date ______ / ______ / ______
Month / Day / Year

Name of School ____________________ Grade ____________ Sex ____M ____F

Name of Parents ____________________

Home Address ____________________ Home Phone Number ____________

The items below are to be used for screening those students who might leave school before completing high school. These factors are merely general indicators. Please check all those which are applicable to this student. (This identification information will be used for the purposes of eligibility of students for special services and the overall evaluation of Title I programs, but not for individual student placement.)

1. ________ Severe reading retardation as determined by Reading Specialist and school.
2. ________ Severe arithmetic retardation.
3. ________ Speech and language problems as determined by Speech Correctionist or Hearing Therapist.
4. ________ Course failure in any two or more courses during the last school year.
5. ________ Absenteeism of an excessive nature, 20 days or more in the last school year.
6. ________ Evidence of health problems as determined by school health team.
7. ________ Two or more school transfers for any reason during the last school year.
8. ________ Evidence of behavioral problems and active referral to the Department of Pupil Personnel Services.
9. ________ Evidence of economic need (such as free lunch, clothing, and aid from P.T.A. or other groups).
10. ________ Comments:

GWU/ERP-9/69

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1968-69

Summary of the Final Report

Government of the District of Columbia
Contract NS-6966

Clinton A. Neyman, Jr.

December 1969

Education Division
Social Research Group
The George Washington University
Washington, D. C.

EVALUATION OF ESEA TITLE I PROGRAMS FOR THE DISTRICT OF COLUMBIA, 1968-69

Summary of the Report

I. OBJECTIVES

The purpose of this research was to continue the evaluation of the special programs in the District of Columbia schools funded under Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10, as amended.

As in the preceding evaluations during the 1966-67 and 1967-68 school years, the primary objective was to obtain estimates of changes in student performance and behavior that could be related to each of the various Title I programs. Answers were sought to the following questions:

... Do students perform better in school because of the expenditure of Title I funds?

... What programs appear to be the most effective in terms of measurable pupil gains?

... What programs and services obtain the most student gain per dollar of Title I funds:

... Do Title I programs prevent dropout?

II. DESCRIPTION OF THE TARGET POPULATION

The number of schools in the Title I target area was reduced in 1968-69 from 84 public and 11 private schools to 31 public and 5 private schools. This reduced the number of students from about 70,000 to 21,000. The number of students designated as potential dropouts, and therefore in need of special attention from those programs and services, was also reduced from about 25,000 to just over 10,000. This concentration of effort increased the average per-pupil expenditures from approximately $80 in the 1967-68 school year to about $240 in 1968-69.

The schools to participate in the program were chosen on the feeder school principle based upon four junior high schools. Twenty-four elementary schools which fed into these four junior high schools were included in the target area, along with the two high schools which received most of the students from the four junior high schools. The five private schools chosen drew their students primarily from the target area; these schools have contiguous attendance areas centered at approximately M and North Capitol Streets. (Title I school attendance areas are shown on the map in Chapter 3, page 3-4.)

III. PROCEDURE

Evaluations were based upon both statistical and non-statistical evidence of change in the performance and attitudes of the students in the various Title I programs. The primary instruments used in the statistical evaluation were the Student Evaluation Forms (teacher evaluations of student performance and attitudes) obtained in May 1968 and again in May 1969 for students in the target-area schools. From the responses to these forms two sets of composite scores, obtained by combining certain items from the questionnaires, were computed for all students who were in the various Title I schools. The difference between these composite scores at the beginning and end of the school year was assumed to be evidence of changes in the students in each program. These changes were compared with each other, and were also compared with similar changes occurring in boys and girls in various grade groups. The average absence rates for students in various programs and groups were also obtained.

Information about the students identified as potential dropouts was obtained both from the Identified Student forms filled out by teachers and principals at the beginning of the year, and from the questionnaires filled out by the Pupil Personnel Services Teams at the end of the year.

A special test battery was used in the evaluation of the Pre-Kindergarten Program. A standardized test was used in the evaluation of Project READ, supplemented by information supplied by the teachers and reading specialists.

Non-statistical information concerning the operation of each program was obtained through interviews with the program administrators, principals, and teachers, and through observations of the programs by the Project staff and by the staff of the Associate Superintendent for Planning, Innovation, and Research of the D.C. Schools.

IV. BASIS FOR EVALUATION

The primary basis for evaluation of the programs was consideration of the changes in the students in them, as measured by the Classroom Performance Composite and the School Adjustment Composite, as well as other evaluative information obtained from classroom teachers. Secondary consideration was given to such things as cost per pupil relative to other programs, the level of absences of the students in the programs, and the extent to which the objectives of the program appeared to be accomplished and how well these accomplishments coincided with the objectives of Title I.

Priority ratings were assigned to these programs and are shown in the table which follows. Priority 1 programs are those which appeared to be the most effective in that they tended to improve the classroom performance and the school adjustment of the students in them. These programs also appeared to reduce absences and to deal with the part of the target-area population most likely to drop out of school. In these programs the cost per pupil compared favorably with other programs. The programs listed as Priority 1-A are considered to be slightly more effective than those in Priority 1-B. Priority 2 programs appeared to have merit, but did not fulfill all of the requirements for effective programs. Priority 3 programs usually had undesirable characteristics.

V. CONCLUSIONS

A. It was found to be possible to devise and use a statistical model sensitive enough to detect small changes in evaluated pupil performance associated with individual Title I programs.

B. Many Title I programs were found to be associated with gains in both classroom performance and school adjustment. The following types of programs were associated with the greatest positive change:

1. Pre-kindergarten programs
2. Reading incentive programs, where students who were reluctant readers were given interesting books and other materials to read, and participated in discussion sessions about what they had read (Reading Incentive Seminars)
3. Special high school programs for pregnant girls (Webster), and for getting dropouts back into school to complete their high school work (STAY)

PRIORITIES ASSIGNED TO TITLE I PROGRAMS*
FOR SCHOOL YEAR 1968-69

Priority 1-A

248	Para-Professional Program, Elementary
250	Pre-Kindergarten Program, Elementary
264	Reading Incentive Seminars, Secondary
283	Pupil Personnel Services
329	English in Every Classroom, Model School Division

Priority 1-B

253	Staff Development Program, Elementary
254	Project READ (for 3rd grade and below only)
261	Webster Girls School
262	STAY Program to Rehabilitate Dropouts
263	Teacher Assistant and Aide Program, Secondary
266	Staff Development Program, Secondary
267	In-Service Training, Secondary
268	Math Clinic, Secondary
283	Youth Serving Youth Program
290	Reading Clinic
291	Speech/Hearing Clinic
321	Instructional Staff, Model School Division
325	Teacher Aide and Assistant Program (TAP), Model School Division

Priority 2

269	Cultural Enrichment, Secondary
281	Urban Service Corps
282	Audio-Visual Program
285	Widening Horizons
327	Cultural Enrichment, Model School Division
328	Cardozo Data Processing Program, Model School Division

Priority 3

254	Project READ (4th grade and above)
326	Community Schools Program, Model School Division
334	Volunteers to America, Model School Division

Projects with Separate Evaluations

243	Program for the Emotionally Disturbed
251	Follow Through - Nichols Avenue
252	Follow Through - Morgan
322	Elementary and Secondary Staff Development, Model School Division

*Listed in order of program numbers within priority groupings

4. Special programs where students who were themselves having difficulty in school were called upon to help those younger than themselves who needed help (Youth Serving Youth)

C. Many Title I programs were found to be associated with decreases in absences on the part of the students in them, as compared with other students of the same grade and sex.

D. There was considerable difference in the students from program to program, as can be seen from the great differences in the evaluations by classroom teachers of the performance and attitudes of the students in the programs.

E. From the analysis of the "Instrument for Identifying Potential School Dropouts," (yellow and green forms), the following conclusions can be drawn:

1. These forms served a useful purpose in that they required the school staff to review the needs and problems of each student; they supplied an inventory of those needs so as to have information upon which to base policy decisions as to what types of programs were most needed to prevent dropout; and they supplied the Pupil Personnel Services Teams with information on which to base their contacts with the students and their families in the solution or alleviation of these problems.

2. Schools differed considerably in the percentage of their students who were identified as potential dropouts.

3. The most often cited problem for elementary school children was evidence of economic need, with severe reading problems and evidence of behavioral problems second and third, respectively.

4. For junior high school students, economic need was highest, with absenteeism and reading retardation second and third, respectively.

5. For senior high school students, absenteeism was the most cited problem, with course failure and economic need second and third, respectively.

F. It was found that in Title I schools 20% of the boys and 14% of the girls repeated the 1st grade. After the 3rd grade, 75% of the boys and 59% of the girls in Title I schools were one year or more behind their normal grade for age. It was also found that after the 3rd grade 36% of the boys and 20% of the girls were two years or more behind their normal grade for age. (Note: The policy of the D.C. Public Schools is that children enter the 1st grade in the calendar year in which they become six years old.) It was found that there was a considerable difference among the various Title I schools as to the average number of students who repeated the same grade.

G. In a special study of those students who had dropped out of school it was found that they had considerably more absences than other students, and that while they were lower on most aspects of classroom performance and school adjustment than other students, their teachers evaluated them higher in leadership, health, and emotional maturity. Title I programs appeared to provide a counteracting force to dropouts.

H. Analysis of the Pupil Personnel Services Evaluation Forms showed that:

1. The average number of contacts made by the Pupil Personnel Teams with both students and parents increased from 1968 to 1969.

2. Approximately 15% of the Pupil Personnel Teams workload was added after the school year began and after initial student identification by school principals.

3. The Teams felt that they were very effective in 27% of the cases in their workload, and not effective at all in approximately 3.4%, and that they were most effective in dealing with students who needed social adjustment.

4. In cases where the Pupil Personnel Teams found that the student had a poor home environment, the teachers usually found below average family supportiveness of school efforts and thought the student was unkempt and untidy.

5. The Pupil Personnel Teams made the most contacts with those students who had emotional/behavioral problems, followed by those with arithmetic and reading problems.

6. Contacts with parents were more numerous for those students with emotional/behavioral problems, followed by those with health problems, absenteeism, course failures, arithmetic problems, and reading problems, in that order.

I. The evaluation of Project READ showed that:

1. The difficulties encountered, particularly at the beginning of the program, in obtaining supplies, pre-training of teachers and Reading Center staff, and adequate support from the contractor, reduced the effectiveness of the program.

2. The Project READ students in the 3rd grade gained more than the equivalent of one year's growth in both vocabulary and comprehension as measured by the difference between the pre-test and post-test scores on the Gates-MacGinitie Reading Test. Students in other grades averaged approximately the equivalent of two-thirds of a year's growth (when change in grade equivalent score was prorated over one year).

J. Analysis of the Pre-Kindergarten Program showed that:

1. These children from low socio-economic areas improved their performance in the use of language, particularly in vocabulary and information, and at the end of the program were near or above average.

2. The program was successful in providing early educational experiences for four-year-olds in preparation for regular school. The program did involve parents in the education of their children, although more emphasis could be put on this aspect of the program.

K. Analysis of the Webster Girls School Program showed that all of the girls interviewed planned to complete high school and many wanted to continue their education. Most felt that if they had not gone to Webster they would have been put back a year and might have dropped out of school. All appeared to appreciate the opportunity to continue their education and thought the school was performing a necessary service.

VI. RECOMMENDATIONS

A. The Student Evaluation Form should be continued in order to obtain data on a longitudinal basis as to the effects of Title I programs on the classroom performance, school adjustment, and other aspects of the educational enrivonment of the students in the Title I target area. Any modification should be such as to increase its usefulness in evaluation to administrators, principals, and teachers, keeping in mind the maintenance of continuity of as many of the items as possible.

B. The procedure for designating "identified" students should be changed. Re-evaluating every Title I student at the beginning of the school year, using the "Instrument for Identification of Potential School Dropouts," is unsatisfactory because the new list of identified students is not available for use until too late in the school year. If lists of these students as identified at the end of the previous school year were available in September, then only the students who were new to Title I schools would need to be designated as to whether or not they should be "identified" at the beginning of the school year. The procedures necessary for handling this change would need to be worked out in detail.

C. Some form of student evaluations by teachers should be available from other-than-Title I schools, at least on a sampling basis. These data are necessary for the purpose of establishing control groups and for studying the effects of other-than-Title I programs. Control groups from schools that had previously been in the Title I target area and had been removed in order to concentrate Title I efforts, would be particularly useful.

D. Efforts should be made to reduce the number of students who must repeat the same grade a second year. In the target-area schools during the 1968-69 school year, almost 20% of the boys and 14% of the girls repeated the 1st grade; also, 75% of the boys and 60% of the girls in grades 4 and above were found to be at least one year behind normal grade level. (In accordance with the policy of the D.C. Schools, children normally enter the 1st grade in the calendar year in which they become six years of age.) These efforts should take the form of more pre-kindergarten and kindergarten programs, remedial summer courses, and a greater emphasis on overcoming the deficiencies of these target-area children in the primary grades.

E. Research should be undertaken to develop a more precise measure of dropout potential in order to determine which students need specific remedial action, and to determine whether this action is actually working. Knowledge of the factors which go to make up such an indicator would assist teachers and administrators greatly both in planning adequate programs and in staff development and in-service training.

F. Research should be undertaken to develop better measures of educational climate in the various Title I schools and programs. Changes in educational climate would be quite valuable in determining effective staffing patterns, and the relationships between staff development and in-service training as well as student performance and behavior.

G. Additional experimentation and evaluation need to be undertaken as to the most effective use of teacher aides in elementary schools. There is little positive evidence of increased classroom performance or school adjustment from the use of teacher aides, and very little evidence as to improved standardized test scores in classrooms where teacher aides are present. Increased use should be made of situations where gains have been obtained, to determine what factors were present so that the situation might be replicated.

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1967-68

Abstract

United States Office of Education
Contract No. OEC-1-7-071344-5152

Clinton A. Neyman, Jr.

May 1969

Education Research Project
The George Washington University
Washington, D.C.

EVALUATION OF ESEA TITLE I PROGRAMS
FOR THE DISTRICT OF COLUMBIA, 1967-68

Abstract

I. Objectives

The purpose of the research was to continue the evaluation of special programs in the District of Columbia schools funded under Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10.

The primary objective was to obtain estimates of changes in student performance and behavior that could be related to each of the various programs. Answers were sought to the following questions: Do students perform better in school because of the expenditure of Title I funds? What programs appear to be the most effective in terms of measurable pupil gains? What programs and services obtain the most student gain per dollar of Title I funds? Do Title I programs prevent dropout?

II. Description of the Target Population

There were 97 public and private schools, both elementary and secondary, in the target area, with a total enrollment of approximately 70,000 students ranging from kindergarten through the twelfth grade. These schools were selected on the basis of the need of the children in them, as determined from a combination of the median school scores for the 4th and 6th grades on two standardized tests of reading, and median income and years of schooling of the adult population in the census tract in which the school was located. Approximately 25,000 students in these target schools were designated by their school principal as potential dropouts in need of special attention. Eighteen of the schools, with approximately 15,000 new students, were added to the target area at the beginning of the 1967-1968 school year.

III. Procedure

Teacher evaluations of student performance and attitude were obtained in May 1967 and again in May 1968 for students in the target schools. From the responses to these questionnaires, two sets of composites, obtained by combining similar items from the questionnaires, were computed for students who were in the various Title I programs. These composites at the beginning and end of the school year were taken as evidence of changes in the students in the programs. The changes in the students in each program were compared with each other, and were also compared with similar changes occurring in boys and girls in various grade groups.

In addition to changes in classroom performance, test scores were used to compare the performance of Title I schools with non-Title I schools. Information was also obtained from teachers about the number of absences during the two previous school years and average absences calculated for the students in each program. Information was also available as to the cost per pupil of the individual programs.

Information about the students identified as potential dropouts was obtained from questionnaires filled out by the Pupil Personnel Services Teams.

Non-statistical information concerning the operation of each program was obtained through interviews with the program administrators and teachers, through observation of the program by the evaluation staff, and from the Associate Superintendent for Planning, Innovation, and Research of the D.C. Public Schools and his staff.

IV. Evaluation of Specific Programs

The primary basis for the evaluations of the programs was the consideration of the changes in the students in them as measured by the Classroom Performance Composite and the School Adjustment Composite. Secondary consideration was given to such things as cost per pupil relative to other similar programs, the level of absences of the students in the programs, the kinds of students served, and the extent to which the objectives of the programs appeared to coincide with the guidelines for Title I programs. Comparisons were made of the gains or losses as reflected in the composite scores with various groups of girls and boys at various grade levels.

Priority ratings were assigned to the programs, both for the regular school year as well as for the summer of 1967, and are shown in the table which follows. Priority 1 programs are those which appear to be the most effective in that they tend to improve the classroom performance and the school adjustment of the students in them. They also appear to reduce absences and to deal with the part of the target school population most likely to drop out of school. In these programs the cost per pupil compares favorably with other programs. The programs listed as Priority 1-B are considered slightly less effective than those in group 1-A. Priority 2 programs appear to have merit, but do not fulfill all of the requirements for effective programs. Priority 3 programs usually have undesirable characteristics.

V. Conclusions

A. It was found to be possible to devise and use a statistical model sensitive enough to detect small changes in evaluated pupil performance associated with individual Title I programs of less than a year's duration.

B. Many Title I programs were found to be associated with gains in classroom performance, school adjustment, and decreases in absences on the part of the students in them.

C. The following types of programs were associated with the greatest positive change: pre-kindergarten, enriched primary and secondary summer school, Pupil Personnel Services Teams, reading incentive seminars, special

PRIORITIES* ASSIGNED TO TITLE I PROGRAMS
SUMMER 1967 AND SCHOOL YEAR 1967-68

SUMMER 1967

		Previous Report**
PRIORITY 1-A:		
410	Social Adjustment	1-A
420	Webster Girls' School	1-A
430	STAY Program	1-A
440	Joint Public and Parochial--15-12	2
480	Pupil Personnel Services Teams	1-A
500	Primary Summer School	1-A
560	Special Orientation for 6th Graders	3
PRIORITY 1-B:		
450	JHS College Prep--Gonzaga	2
540	Secondary School Enrichment	1-B
550	Morning Physical Fitness	2
570	Summer Camping	1-A
580	Instrumental Music	1-A
600	Vocational Orientation	1-B
PRIORITY 2:		
460	Summer Scholarships	2
530	Georgetown College Orientation	3
PRIORITY 3:		
470	Summer Occupational Orientation	1-B
520	Theater Workshops	2
610	MSD JHS and Teacher Training Institute	1-A

SCHOOL YEAR 1967-68

PRIORITY 1-A:	
241	Preschool Children-Parent Orientation
249	Saturday Music Program
261	Webster Girls' School
262	STAY Program
264	Reading Incentive Seminars
281	Urban Service Corps
283	Pupil Personnel Services Teams
285	Widening Horizons, MSD
PRIORITY 1-B:	
244	Expansion of Language Arts
324	Special Aides, "Model" Model
325	Teacher Aides & Assistants, MSD
326	Community School, MSD
328	Cardozo Data Processing, MSD
329	English in Every Classroom, MSD
PRIORITY 2:	
246	Food Services
247	Breakfast Program
284	Future for Jimmy
286	Reading and Speech-Hearing Clinics
321	Instructional Staff, MSD
322	Staff Development, MSD
323	"Model" Model School Staff
PRIORITY 3:	
265	Living Stage
282	Audiovisual Program
327	Cultural Enrichment, MSD

Should be financed from funds for the education of handicapped children:

243 Emotionally Disturbed Children

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*Priority 1-A: Highest in improving both classroom performance in school adjustment, reducing absences, treating proper population, and favorable cost per pupil; Priority 1-B: Not quite so outstanding but meet all the requirements of 1-A; Priority 2: Have merit but do not fulfill all the requirements; Priority 3: Have undesirable characteristics.

**Dailey, J.T., and Neyman, Jr., C.A. "Evaluation of ESEA Title I Programs for the District of Columbia, Summer 1967", Final report on Contract NS-6837 to the District of Columbia Government. Washington, D.C.: The George Washington University, Education Research Project, March 1968, page 67.

summer classes for social adjustment or orientation, summer camping, and special high schools which directly rehabilitate potential dropouts, like STAY and Webster Girls' School.

D. There was little correlation between estimated program effectiveness and cost on a per-pupil basis. There was also a wide diversity between the types of students in the various programs, not only by sex and grade, but also the evaluations of their classroom teachers as to the classroom performance and the school adjustment of the students in them.

E. Three principal factors associated with the Student Evaluation Form emerged from the factor analyses of the data: School Adjustment, Classroom Performance, and Aggressive Leadership.

F. While intercorrelations between the corresponding items on the pre- and post-test evaluations tended to be rather low (below 0.40), the stability of the composites as judged by the consistent recurrence of the items in them was much greater, and are therefore more appropriate for measuring the effects of Title I programs than any single item would be.

G. Five factors emerged from the factor analyses of the Pupil Personnel Services Teams Evaluation Forms for the various groups of children in their caseload: Home Environment, Social Adjustment, Problems and Motivation, Out-of-School Problems, and Aggressive Behavior, not necessarily in that order of strength.

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia - Summer 1967

Abstract

Government of the District of Columbia
Contract No. NS-6837

John T. Dailey
Clinton A. Neyman, Jr.

March 1968

Education Research Project
The George Washington University
Washington, D.C.

EVALUATION OF ESEA TITLE I PROGRAMS

for the District of Columbia - Summer 1967

Contract No. NS-6837

ABSTRACT

PURPOSE

To evaluate the 1967 summer school programs in the District of Columbia funded under Title I of the Elementary and Secondary Education Act of 1965. There were 18 different Title I programs, involving approximately 15,000 students.

PROCEDURE

This evaluation is a continuation of the studies made of the Title I programs in the District of Columbia during the summer of 1966 and the 1966-67 school year, carried out by the Education Research Project of The George Washington University.* There were two main aspects of the evaluation: (1) The statistical aspects included a record of student participation in the various programs, and information about the programs obtained from certain sections of the following data-gathering instruments: Student Evaluation Forms, Administrator Questionnaires, Teacher Questionnaires, and Student Questionnaires. (2) The nonstatistical aspects included discussion of the summer programs with administrative personnel, site visits to the program activities, and information about the programs and their operation from administrators, teachers, and students, obtained from the questionnaires and other sources.

RESULTS

This evaluation should be considered as interim in nature, subject to confirmation as to the actual effectiveness of these programs in changing student performance and attitude when measures of school performance and teacher evaluations are available at the end of the 1967-68 school year.

The following programs were judged to be most effective in contributing to meeting the special educational needs of educationally deprived children in the target area: Priority 1-A (in alphabetical order) -- Instrumental

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*Dailey, J.T., & Neyman, C.A., Jr., "Evaluation of ESEA Title I Programs for the District of Columbia, 1966 and 1967," Final Report to District of Columbia Government Contracts NS-66416 and NS-6870, Washington, D.C.: Education Research Project, George Washington University, December 1967.

Music, Model School Division Junior High School and Teacher Training Institute, Primary Summer School, Pupil Personnel Services Teams, Social Adjustment, STAY, Summer Camping, and Webster Girls School; Priority 1-B -- Secondary School Enrichment, Summer Occupational Orientation, and Vocational Orientation.

RECOMMENDATIONS

It is recommended that every possible effort be made to plan the summer school programs well in advance of the opening of the session, since this is necessary in order to enroll students in appropriate programs, to obtain adequate qualified staff, to obtain the necessary supplies, and to work out the details of program operation.

It is also recommended that there be better coordination of the summer programs -- e.g., the Occupational and Vocational Orientation programs and the Secondary School Enrichment program. Greater effort should be made to involve a larger percentage of Title I target-area students who have been "indentified" as potential dropouts. Means should be sought to involve parents and communities to a greater extent. Programs being offered should be publicized more so that the parents and communities are more aware of the activities of the schools.

It is further recommended that those programs which have not demonstrated positive effects should either be dropped or changed in ways that will make them more effective, and new programs should be developed to meet specific needs not met by other programs.

However, final decisions with regard to continuation or modification of low priority summer programs should await analysis of the effects of these programs on classroom performance and attitude as measured by the teachers during the current school year.

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1966 and 1967

Summary Report

Government of the District of Columbia
Contracts NS-66416 and NS-6870

December 1967

John T. Dailey
Clinton A. Heyman, Jr.

Education Research Project
The George Washington University
Washington, D.C.

SUMMARY REPORT

EVALUATION OF ESEA TITLE I PROGRAMS

for the District of Columbia, 1966 and 1967

I. INTRODUCTION

The public schools of the District of Columbia were allocated $5,436,927 in fiscal year 1966 and $5,472,367 in fiscal year 1967 under Title I of Public Law 89-10, Elementary and Secondary Education Act of 1965, for programs to serve educationally deprived youngsters. Approximately 24,000 educationally deprived children were involved in over fifty Title I programs and services during the summer of 1966 and the following regular school year which this report covers.

A system was developed and utilized to evaluate these programs and services. The primary objective of the evaluation was to obtain estimates of changes in student performance and behavior that were uniquely related to each of the various programs. Answers were sought to the following questions:

... Are the children better off because of the expenditure of Title I funds?

... What programs appear to be the most effective in terms of measurable pupil gains?

... What programs or combination of programs and services show promise of obtaining the most student gain per dollar of Title I funds?

II. BASIC CONSIDERATIONS

It was hypothesized that the short-term changes in pupil performance caused by all the Title I programs together were likely to be small, and that changes due to any single program were likely to be just barely detectable, if at all. This means that the only hope of detecting such small short-term changes lies in developing an overall statistical system or model which would include the important out-of-school environment or "resistance factors" which have such powerful effects on student performance and attitudes.

NOTE: This Summary Report is a non-technical summary of the research done under Contracts NS-66416 and NS-6870 with the District of Columbia Government. For further details about the study, see the Technical Report.

Another consideration in evaluation was that since each student was exposed to a number of special innovative practices it was not possible to evaluate any single program by itself in isolation. In considering the effects of any single program, due allowance must be made for all other important school practices, socio-economic factors, and participation in other Title I programs.

III. THE EVALUATION SYSTEM

In order to profit from educational innovation one must have a continuous feedback of estimates of the results. Otherwise most of the value of the innovations will be lost and little will be learned from them that can lead to improved education for the children involved.

Assessing the short-term effects of a single Title I program requires longitudinal follow-up studies with large numbers of cases and quantitative control of the many resistance factors and many school factors involved in the performance of the pupils. For purposes of evaluating the Title I programs such an evaluation system has been developed and utilized. The information on which the system is based has been organized into what might be termed a statistical model of the D.C. public schools. From the statistical model can be predicted the most probable performance of a student in any given new program. If the program has no effect on the student's performance, the student will perform as predicted. If a new program tends to cause favorable changes in performance, then the student in it will do better than predicted.

The statistical model provides a system for continuing evaluation of the various Title I projects as they develop. The system is also comprehensive and versatile enough for use in evaluating other new programs or innovations in the D.C. school system. All that is required is a roster of the students in the new program, or to know which grade groups in specific elementary schools are involved in such an innovation as ungraded organization.

A special feature of the statistical model is a method of estimating expected performance of the pupils in a specific school. These estimates are obtained from analysis of past records of performance levels in schools serving areas with various levels of income and education. At any given point in time, performance in a specific school can be compared with its predicted or expected level of performance and this can be related to its particular pattern of programs and innovations.

IV. INFORMATION COLLECTED

In obtaining the data required for the statistical model, information such as the following was obtained:

A. Lists of students who had participated in the various Title I programs. This involved visiting the program to transcribe the names and other available information about the students.

B. The Student Evaluation Form was distributed to all Title I target schools to be filled out on each student by the classroom teacher. After these forms had been collected from the schools, they were checked, coded, edited, and all essential information punched into IBM cards. This was done twice, once in May and June 1966, and again in May and June 1967.

C. The list of "identified"* students was obtained from the Pupil Personnel Department for all target schools, both public and private.

D. From achievement tests routinely administered in the regular testing program were obtained measures of basic literacy, reading comprehension, and mathematics. In order to study the effects on schools in the target area, expected mean scores for each of them were computed from analysis of scores on standardized tests for comparable schools in previous years. Because of the fact that the tests of the regular testing program during the school year 1966-67 were given early in the school year, it was not possible to use them to determine the effects of ongoing Title I programs.

E. Information obtained from special data-gathering instruments such as questionnaires, interviews, and other standardized tests for specific purposes. One of these standardized tests was the Language Facility Test. This is an individually administered test which obtains a standardized sample of verbal response to visual stimuli. Responses to each stimulus picture are recorded and scored in two different ways. One score, on a ten-point scale, measures the level of verbal development or maturity independent of dialect or cultural influences. The other score measures the number of deviations from standard English. This test was administered to selected groups of students in various programs. Their scores were compared with the norms previously developed on a similar population, or their growth in verbal language facility during the program measured by means of pre- and post-tests.

F. Observations of the project staff members through visits to the programs and interviews with the director and staff members of the various programs.

V. PROCEDURE

A. Preparation of the Master Tape

One of the most difficult operations of the whole project was the work necessary to match up the many different kinds of information from the many sources about thousands of children. Each name on each new document or roster of program participants had to be looked up individually in a "telephone book"-type roster to see whether that pupil was already on file. If he was, the document or roster was marked with the student's identification number so that the data could be added to the data bank. If he was not, a new identification number was assigned and the name added to the "telephone book," so that the data could be processed. It is estimated that a total of approximately 200,000 documents were processed in this manner, and 100,000 on rosters. The data bank contained approximately 80,000 different names with sex, date of birth, school and grade in 1966, and/or school and grade in 1967, plus program participation record and whether the student was identified as a potential dropout. This includes many pupils who moved in and out of the target area schools. To this data bank were added the additional student performance measures used in the evaluation. A great deal of work on the computer was necessary to edit and bring all these data together on a master tape suitable for analysis.

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* "Identified" students are those who have been identified by their teacher and principal as potential dropouts.

B. Analysis of the Student Evaluation Form

There were two sets of evaluations by classroom teachers of students in the target schools. One set was from evaluations done in May and June 1966, and the other set one year later. These items measured different aspects of student behavior and performance. From the first set it was found that three different things were being measured by the form. The first one was "student classroom performance" which can be represented by item 2 of the Student Evaluation Form - "How well does this pupil do in his school work?" The second factor of "alienation from school and society" can be represented by SEF item 12 - "Uncooperative - Cooperative." The third factor of "aggressiveness" can be represented by SEF item 14 - "Shy - Aggressive." This third factor was found to be not related to being identified as a potential dropout. However, items 2 and 12 were highly related to being so identified. The first two factors coincide with two of the most important objectives of Title I programs and of compensatory education in general.

One of the most valuable sources of evaluation of programs came from comparing the averages of teacher ratings on various items of the Student Evaluation Form for students in the various Title I programs and services. Comparisons were made from the master tape for children in general, as well as differences between programs.

C. Achievement Tests

The schools in the target areas were examined to see how their performance on standardized tests compared with their expected performance as derived from the pattern of school means of similar schools. This method was used to evaluate such programs as Ungraded Intermediate, and the sixteen different reading programs. This method is available for use in the evaluation of any future innovation that is concentrated on a grade group in specific elementary schools.

D. Limitations of the Study

The following limitations of the study should be clearly stated:

1. Measures of some of the important objectives of compensatory education were not available during the period of the study.

2. The time period covered by the programs was too short to demonstrate the full effects of compensatory education.

3. The number of students with complete data -- that is, students for whom both a June 1966 and a June 1967 Student Evaluation Form was available on the master tape -- was quite small for some programs despite the large amount of data collected. However samples of 100 cases or more were available for many of the programs.

VI. RESULTS AND CONCLUSIONS

A. Reading and Achievement

Samples of students who in the spring of 1966 took the Metropolitan Achievement Test in grade 2 or who took the STEP battery while in grade 4 were retested using the same battery one year later. These scores were compared with those made by the same students in the regular administration of the test and the differences studied both by individuals and by school means.

The schools in the sample represented various combinations of programs and characteristics, but none of these seemed consistently related to gains in reading level. The target area schools did not perform better than the predicted levels. Some individual schools performed better than the expected level but the patterns of over-performance did not seem to be related to participation in any of the D. C. regular or special school programs. The over-performance when consistent over several grade levels and school years might well, in considerable part, reflect better teaching and administration. Part of it may be due to other control-type factors not presently accounted for. Occasionally a school's over-performance can be due to indirect selective factors causing it to attract children from the more educationally supportive families within the area it serves. When this happens, of course, it will cause other schools serving that area to perform below expectation.

As the statistical model of the schools becomes more completely structured and as additional longitudinal follow-up data are added to it, it should be useful for studies relating pupil performance to measures of teaching quality and training. The effects of variations in teacher quality and training as well as the effects of methods and practices are almost completely masked by the effects of out-of-school environment. While the statistical model, in effect, holds these out-of-school factors constant, it will begin to be possible to estimate the performance level of each school.

It seems probable that any changes in aptitude and/or achievement test performance caused by Title I programs are likely to be small during any one year, and thus large samples of pupils in any given program will be essential for detecting small gains with any degree of confidence. This can be done with the tests given routinely in the regular school testing program once the program stabilizes into a regular sequence of tests for at least two years in a row. It will also be necessary to facilitate the addition of this test information to the present data bank by some permanent system for student identification.

For evaluations with other tests and measures it will be necessary to do special testing of substantial samples of students in specific programs. However, because of the statistical model, it will be necessary only to test at the end of the program since bench marks have already been established for predicting performance in the absence of program effectiveness.

In the future, programs can be evaluated by the various tests, interviews, and other evaluative devices used in the original bench-mark studies.

B. Evaluations by Teachers

The results of the studies involving the teacher evaluations have been incorporated in the next section giving priorities assigned to the various programs and services.

C. Priorities for Funding Under Title I

The programs under Title I studied in this project follow, divided into priority groups as defined below. Projects are arranged in alphabetical order within groups. Also given are the reasons for assigning this priority. Further details will be found in the Technical Report.

Several factors were considered in making up the priority list of the Title I programs studied in this project. Priorities are given only for those programs about which sufficient information is available for adequate judgment. Priority groups were defined as follows: Priority 1 - Those projects which were found to have made a definite and documentable contribution toward better schooling for students from low-income areas. Each of the projects in this category was found to be associated with improved pupil performance and attitudes, or directly salvaged dropouts. These have been divided into two groups, 1-A and 1-B. Priority 2 - Those projects appearing to have merit as Title I programs but which are not making as significant or measurable a contribution as those in Priority 1. Priority 3 - Low-priority projects.

Priority 1-A

Pre-Kindergarten Programs. These include the Summer Pre-Kindergarten, the Saturday Pre-School Orientation, and the Model School Division Pre-School Program. These programs are important approaches to the problem of preparing children for educational experiences in school when they are not being adequately prepared by their home environment. These programs rightly give great stress to participation by the parents and seem to be relatively successful in stimulating such participation. For a sample of 119 children, the Summer 1966 Pre-Kindergarten program was found to be associated with increased language facility. All of the various Title I pre-kindergarten programs were found to be associated with better readiness and performance in both kindergarten and grade 1.

Primary Summer School. If a child learns to read in the second or third grade and makes normal age-for-grade progress thereafter, he is very likely to continue in school until he is 18 years old, and will probably graduate from high school. The extra "push" provided by Primary Summer School should make a substantial difference to the early school adjustment of many students and be a potent weapon against dropout. In the follow-up study, it was found that the sample of 1648 students who participated in this summer program showed evidence of better attitudes, performance, and motivation in the classroom. This program appears to give critical help to disadvantaged children at a very important period in their development and should be continued with high priority.

Pupil Personnel Service Teams. These teams are fundamental to the dropout prevention problem and support it in several ways. First, these teams deal directly with the problems of the identified students, particularly as they involve the home environment. The teams solve many student problems by direct action. They also act to foster parental involvement in the education process. Second, the teams supply much unique information about the student and his home that is badly needed by teachers, counselors, principals, and other school personnel. Third, they provide original unique information essential to the school administration for planning, administering, evaluating, and improving educational services and programs.

The students served by the teams were found to show gains in school performance when re-evaluated by their teachers at the end of the school year. The 1986 students evaluated by their teachers in 1966 and 1967 and who were served by the teams exceeded predicted performance in emotional maturity, attitude toward school, liking to read, and cooperativeness.

This approach seems central to the entire Title I program and should be given top priority. Ways should be sought to extend the services supplied by the teams and to integrate them more closely with the other Title I programs.

Reading Incentive Seminars. Teacher evaluations at the end of the school year indicated that this program led to better student performance and attitudes. The students in this program improved in classroom performance, emotional stability, attitude toward school, liking for reading, and cooperativeness. This evidence is based upon 267 cases with complete data ("with complete data" means that they were evaluated by teachers in both 1966 and 1967), and is statistically conclusive. It was also found that the students in this program were doing better than average to begin with, and showed good improvement during the year. It should be continued with high priority since the dropouts prevented by it will include many of the high aptitude students who are able to do their school work but fail to be motivated by it.

Social Adjustment. This summer program represents a fundamental attack on a very important problem in the dropout area. The 61 students with complete data were found to show important improvement in classroom performance, emotional stability, attitude toward school, and cooperativeness. They exceeded predicted performance in liking to read, where the total sample showed a decrease. It represents the first really structured program in this area and should be given high priority for continuation and expansion.

Specialized Camping Programs. This includes the Summer Music Camp (10 cases), the YMCA Camp (65 cases), and the Saturday Music Program (10 cases). These were two specialized camping programs in the summer of 1966 and a follow-up program for one of them during the regular school year. The children in all three programs showed evidence of better classroom performance when evaluated by their teachers at the end of the school year. The Music Camp and Saturday Music Programs were also associated with improvement in attitude toward school and liking to read. Camping in and of itself is certainly no panacea, but specialized camps with close tie-in to academic programs and objectives seem to be an effective way of obtaining increases in student school performance. It is recommended that long-range plans for a permanent camping program be initiated.

STAY (School to Aid Youth). This program probably salvages dropouts at a lower cost per dropout than almost any other program since there is not a great deal of turnover within the program. In many other programs, a great deal of money can be spent on a number of students who will either not drop out in any event or would drop out despite the money spent on them. This is not true of the STAY program. A sample of 54 students in the winter STAY program had been evaluated by their teachers in 1966 and by the STAY staff in May 1967. The re-evaluations were made by STAY staff and therefore are not completely comparable with the other programs. However, it was found that there were improvements in school performance, emotional maturity, attitude toward school, liking to read, and cooperativeness.

The original expectation for the STAY program was that it would feed students back into their regular high schools. This did not happen in most cases since the students strongly preferred the STAY program to the regular high school. Apparently this program represents a new type of secondary program suited to the needs of many students who reject the regular high school programs. It is recommended that the STAY program be expanded and eventually become part of the regular secondary program in several key areas of the city. Ways should be explored to use it as a base for a new work-study and continuing education program to meet the needs of those students now rejecting full-time day study.

Webster School for Girls. This program deals with the factor that is one of the most important causes of dropout among girls. It directly salvages potential dropouts at a reasonable cost. It is doing a good job of meeting the educational needs of our girls at a critical time in their lives, and it is also a good example of how the school system goes to great lengths to meet the special problems of its students. It should be continued with emphasis on learning how to meet this problem with a simplified and less expensive program for all girls who need it, at a cost that could be absorbed into the regular school budget. It should also be examined to see what materials and methods have been developed that would be useful for all high school students to have in preparation for eventual family responsibilities and to foster the fullest development of their children.

Priority 1-B

Expansion of Language Arts. The Language Arts Program is designed to develop the oral and written language facility of culturally disadvantaged children. One of its main purposes is to teach standard English to those children who, in effect, speak an urban dialect. Earlier studies have indicated that this program seems to be effective in doing this. Samples of students who had been in the Language Arts Program in 1965 were found to have improved in language facility (123 cases) and in speaking standard English (44 cases) in this study.

Future for Jimmy. This summer and regular school year program is a tutorial- and counseling-type program in considerable depth where representatives of the intellectual community of Washington tutor and counsel individual students who need help. It is jointly administered by the D.C. schools and the Urban League, and because of the Urban League participation, helps involve a very important stratum of the Washington community in working directly with the problems of these school children. This should do much to help these tutors understand better the D.C. school system and the problems that it and its students are working on together. A sample of 183 cases showed improvement in classroom performance. The program should be continued if budget permits.

Age 13.7 Summer Reading Program. This program attacks a very fundamental cause of dropouts for the group of students most likely to drop out, since they are having difficulty with school achievement and are seriously behind in their age-grade placement. A follow-up study indicated that one year after participating in this summer program, 199 students who had been in it showed evidence of better performance in the classroom. It was a relatively inexpensive program and should be expanded to meet the needs of all youngsters in this category.

Ungraded (or Nongraded) Intermediate Sequence. This program is exploring a new approach to meeting the individual needs of disadvantaged students at the intermediate level. It is an ungraded sequence offering help in understanding the problems of the culturally disadvantaged child and organizing the instructional program to meet his particular needs. A group of 102 students in this program improved in emotional maturity and attitude toward school, and also exceeded predicted classroom performance. This program is an important new approach, and needs full trial and careful evaluation.

Urban Service Corps. Title I funds were used by the Urban Service Corps to provide transportation for field trips and also to provide clothing, glasses, and hearing aids to children needing them. These expenditures do not lead directly to improved school performance or attitudes, but they do represent important services needed by children in low-income areas. Such programs need to be continued.

Priority 2

Breakfast and Physical Fitness Programs. This summer and regular school year program appeared to be working out well and showed promise of being effective in improving student motivation and attitudes, although the statistical study failed to confirm this. If it were to be continued, the basic concept should be examined closely to see exactly how it is operating as a reinforcement activity in relation to the regular school program.

College Orientation. This is an important and apparently effective program but is not directly aimed at the prevention of dropouts. A high proportion of these youngsters probably would not drop out since they were doing well in classroom performance before entering the program.

English in Every Classroom. This is a program designed to involve students and teachers in regular systematic writing of compositions and also to encourage and improve reading through the use of paperback books, magazines, and newspapers. It operates on the premise that English must be taught by each teacher in every classroom, not by the English teacher alone. It served a unique function over and above the other communication skills programs in its concentration on the systematic writing of compositions, and should help to meet a real need in the development of these students.

Enrichment Summer School - Secondary. This program contributes directly to dropout prevention to the extent that it enables students to study those subjects in which they have a special interest. Student comments in themes and interviews indicated that they like the summer courses much more than the same work during the regular school year, and had an increased interest in school work. Students from this program were found to have better school performance and attitudes in the classroom one year later. It is given lower priority than the Primary Summer School because it occurs at an older age when many students have already left school, and leaves fewer years for student improvement to affect school work and progress.

Extended Day - Double Barrel Program. This program involved college students who worked with the younger children on a buddy basis. There were five children assigned to each college student. The college students aided in tutoring, cultural enrichment, and personal adjustment, with special emphasis on establishing rapport between the child and the college student. Also involved in this program were counselors and librarians, and services for an after-school library program were provided. However, the program was not implemented as originally intended. The 51 students in the program for whom complete data are available were found to improve in cooperativeness and emotional maturity but did not do better than expected in classroom performance. If continued, the program should be restructured and kept on a completely evaluated experimental basis.

Gonzaga College Prep. This important and apparently effective program is not aimed directly at the prevention of dropouts. The program has some importance in that it is one in which nonpublic school students participate.

Reading and Speech Clinics. Title I funds were used to add technicians to the staffs of the Reading Clinic and the Speech and Hearing Clinics. However, there was some delay in obtaining these technicians because of the shortage of supply of these specialized persons. These clinics provide remedial service to many students and this important service is an invaluable support to regular classroom teachers. The usual procedure in these clinics was to give priority to the identified students.

Reading Programs. A great deal of work has been done in recent years on new approaches to the teaching of reading. All of these have some advantages; none of them has accomplished any miracles. Sixteen of the more popular new approaches were tried in the D.C. schools, and none of them has done any miracles, either. However, they represent new popular approaches that should be tried out to see their strengths and weaknesses for various teachers and various combinations of students in the D.C. schools.

Most of the samples for the 12 methods for which data were available were too small to warrant final judgment on the merits of each individual program, but several of the reading approaches were associated with improvement in student classroom performance. These included the MacMillan Reading Spectrum (23 cases), Ginn Language Development (22 cases), and Words in Color (47 cases). The MacMillan group also improved in attitude toward school, liking to read, and cooperativeness. The Ginn Language Development group also improved in attitude toward school and cooperativeness. Words in Color was also associated with improved liking to read. While the students in the above reading method groups showed improvement, the group of 12 methods as a whole was not associated with better school performance or better reading test scores when comparisons were made with students in similar schools with no experimental reading programs.

The problem is not to select one best program which, of course, may be only slightly better than the others. The problem is to enable the District of Columbia teachers to have the latest know-how, materials, and methods available for different approaches to reading, and it is believed that this will do much to increase the motivation of both the reading teacher and the reading student.

Summer Institute for Elementary Teachers and a Demonstration Summer School. This Model School Division project was a very important attempt to learn the best ways of in-service training of teachers for culturally disadvantaged children. If it is to be continued, emphasis should be placed upon learning how to plan an eventual in-service teacher training program for school-system-wide introduction at a cost the system can afford.

Priority 3

Cultural Enrichment. Cultural Enrichment has been rather disappointing as an approach to stimulating young people for motivation in school. However, the present Cultural Enrichment program is relatively inexpensive and it is better tied in with the real cultural heritage of the groups than many others have been. There may be ways to utilize this concept and to coordinate with specific educational programs more closely. It is a difficult program to evaluate, but it appears at present not to be of high priority as it is now developed.

Harrison School-Community Project. This is an attempt to obtain maximum involvement of parents, church, and school personnel in support of a summer school program in a poverty-stricken neighborhood. The total project served to gain experience in this area. However, the specific activities under the program need to be examined carefully as they probably vary greatly in their effectiveness. The emphasis should be on learning enough about this problem complex to be able later on to plan a suitable project in this area to be tried out with additional groups.

"Team-Up" Training and Enrichment. This program did not seem to get off the ground very well. It does represent an attempt to achieve a number of objectives related to upgrading of culturally disadvantaged youth. Its objectives possibly were too diverse and perhaps should be more limited if the program is continued.

D. Projects to be Financed from Funds for the Education of Handicapped Children

Hearing Impaired Children (Kendall). This seems to be a very effective and well-run program for helping those children with hearing impairment.

School for Emotionally Disturbed Children (Episcopal Center). This is the first year of a three-year therapeutic school program for emotionally disturbed children who are also culturally and economically disadvantaged. It is administered cooperatively by the District of Columbia Public Schools and the Episcopal Center for Children, and includes family involvement. The 35 children in this program are those whose problem is so deep-seated that they have been unable to adjust to a normal classroom situation. The purpose of the program is to work with the children until they can be reintroduced into normal classrooms, but at the end of the first year the program had not been very successful in this. This is a very good example of how far a school system will go in meeting the full needs of those students with the greatest problems.

Severely Mentally Retarded Children. This seems to be an important well-run program that should be continued if appropriate funds are available.

Sharpe Health School Summer Institute. This seemed to be a fine program for children with a variety of handicaps, and should be continued if appropriate funds are available.

E. Projects More Appropriate for Funding under the Regular School Budget

Teacher-Aides. There was a great deal of variation in the way teacher-aides were used, and additional study is needed to determine the best pattern of utilization for these sub-professional persons. Data were not available to relate the use of aides to specific programs; therefore, the evaluation had to be limited to one of all aides combined.

Studies of the teacher-aide programs indicated that the aides were performing very valuable functions as part of the instructional team and are, in general, relieving the teacher of those tasks that do not require professional skills. There was no evidence that students in classrooms with teacher-aides performed better in class than those who did not. But the same thing has been found for students in smaller classes as compared to larger classes. Apparently the use of teacher-aides is not likely to lead to short-term gains in classroom performance, but neither would the use of the same funds to hire a small proportion of additional teachers.

The real question with regard to the Teacher-Aides program is the relative ratio of teacher-aides to teachers to accomplish most effectively and efficiently the instruction in the classroom. In estimating the optimal ratio of teachers to teacher-aides or of professionals to sub-professionals, the concensus of the administrators involved in the program as well as the project staff is that the present ratio of 1 to 20 is far below an optimal ratio. Most teachers and virtually all principals would like to have as many teacher-aides as possible and would like to have a full-time aide in every classroom. However, their concensus is that the optimal ratio of teacher-aides might be on the order of 1 to 5 or 1 to 8, instead of the ideal 1 to 1, or the present 1 to 20.

Increases beyond the 1 to 20 ratio should await intensive study of the various tasks to be done by the instructional team and studies of optimal patterns of personnel to be used in carrying out these tasks at greatest efficiency from the budget point of view. It seems highly likely that such study would eventually indicate that the ratio of sub-professionals to professionals might be on the order of 1 to 5 if there is a substantial increase in the per-pupil expenditure rate of the school system. Therefore, it is strongly recommended that the Title I Teacher-Aides program be continued. It has given the school system an invaluable chance to obtain experience with new staffing patterns in the classroom, and seems to have been a significant factor in improving working conditions for teachers.

F. Cost-Benefit Considerations

Since cost-per-pupil figures are available, it is possible to examine the various Title I programs from the point of view of cost effectiveness. This examination must, of course, be highly tentative at this early date in the process of longitudinal study, but it will become increasingly important as pupil performance data become available for larger groups and over longer periods of time.

Even at this early stage, two indications emerge quite clearly. One is that any program making any substantial improvement in pupil performance will probably be worth any price within reason, since so many of the school characteristics or programs, which compete for the school dollar, make so little apparent difference. The other indication is that the programs showing most initial promise vary widely in cost, and there seems to be little correlation between program cost and program effectiveness.

The four most effective winter programs averaged about $235 per pupil, and the five most effective summer programs averaged about $200 per pupil. Considering the need for multiple programs, one might deduce that $400 or $500 per pupil above present outlays of approximately $800 per pupil could keep him in an effective set of programs for the entire year, and could result, over a period of years, in a substantial improvement in his scholastic performance.

G. General Conclusions

The following conclusions seem warranted from this study:

1. It was found to be possible to devise a statistical model with the sensitivity required to detect small changes in evaluated pupil performance associated with individual Title I programs of less than a year's duration. Longitudinal follow-up data appear to be essential for this purpose.

2. This study has established the basis for a continuing system for evaluating the long-range effects of individual Title I programs on a number of important aspects of pupil performance and behavior.

3. The statistical model is suitable for use in evaluating many other future innovations and changes in documentable programs, methods, and procedures in the D.C. schools.

VII. RECOMMENDATIONS FOR FUTURE ACTION

A. The Student Evaluation Form should be continued in use for annual evaluations of each pupil in each target area school. This would provide data for a continuous evaluation process based on longitudinal data. The evaluation system should be extended to cover all pupils in all schools as soon as possible.

B. A permanent record on tape should be maintained of all the major educational experiences of each pupil. A continuous cycle of studies should relate each such experience (being bused to a different school, participation in a special program or innovation, etc.) to the various measures of evaluations of the pupil's performance and attitudes.

C. The results of the evaluation studies should provide a continuous feedback of information on which to base revision of existing programs and for planning new programs.

D. If the evaluation system were extended to the whole school system it would permit evaluation of many basic features of schools, such as class size, overcrowding, use of teacher-aides, team teaching, curriculum innovations, and homogeneity of student bodies.

E. On the basis of the findings of the study it is recommended that the plans for program implementation in the future concentrate more on the most disadvantaged students.

TITLE I PROGRAMS AND SERVICES

Summer 1966

Pre-kindergarten	Head Start program for pre-school children of culturally deprived families
Primary Summer	To strengthen reading skills of young children reading below grade level
Music Camp (Resident)	To give individual music instruction in camp setting
Resident Camp (YMCA)	To provide educational camping experience for inner-city children
Age 13.7 Reading Program	Remedial reading for Grade 6 students over 13½ years
Hearing Impaired (Kendall)	Summer program for deaf and nearly deaf children
MSD Institute and Demonstration School	To instruct teachers of MSD in innovative teaching methods
Harrison School-Community	Coordinated public & parochial schools summer program for children & parents in poverty area
Severely Mentally Retarded	Summer program to prevent loss of skills of SMR
Physical Fitness	Breakfast and physical education program
Team-Up	Coordinated public and parochial school program of training and enrichment
Teacher-Aide Training (Howard University)	Special training program for teacher-aides
Sharpe Health	Summer workshop for teachers of handicapped children
Pupil Personnel Services	To provide services of specially trained personnel to help identified children
STAY (School to Aid Youth)	Afternoon and evening classes to encourage dropouts to finish high school
Enrichment Summer School	Non-credit enrichment courses for secondary school students
Extended School Day	Non-credit courses in afternoon and evening classes
Webster School for Girls	High school for pregnant school-age girls
Social Adjustment	For children who have been removed from normal classroom because of discipline problems
Gonzaga College Prep	Designed to improve motivation and achievement of junior high boys showing college potential but underachieving
Future for Jimmy	Tutorial and counseling program for students with difficult home experiences

School Year 1966-1967

Saturday Pre-School Orientation	To help pre-school child and parent adjust to school situation
Emotionally Disturbed (Episcopal Center)	A therapeutic school program for emotionally disturbed children

Expansion of Language Arts	To teach standard English to children who speak an urban dialect
Breakfast & Phys. Fitness	To provide physical education program and breakfast
Reading Clinic	Diagnostic and remedial reading instruction
Saturday Music Program	Continuation of musical instruction offered in summer music camp
Urban Service Corps	To furnish clothing, glasses, and hearing aids, and funds for transportation
Speech Clinic	Diagnostic and remedial speech therapy
Hearing Clinic	Diagnostic and remedial hearing therapy
Teacher-Aides	Classroom aides for teachers to assist in non-professional duties
Reading Incentive Seminars	To provide paperback books and discussion sessions
MSD Teacher Aides (TAP)	Classroom aides to assist teachers in non-professional tasks
Pre-School Program	Instructional and day-care program
Extended Day - Double Barrel	Use of college students as counselors to help students adjust to personal problems
Raymond Kindergarten	Experimental program of superior day-care and pre-school experiences
Nongraded Intermediate Sequence	Children placed in achievement level, not grade level
MSD Reading Programs	Sixteen experimental approaches to teaching reading and language
MSD Cultural Enrichment	To expose children to various art forms and artists
MSD English in Every Classroom	To integrate English with other school subjects